DOCUMENT RESUME

ED 144 849 SO 010 072

AUTHOR LaFitte, Pat Chew
TITLE Work Values of University Students: An Analysis by Ethnic Groups and Sex.
PUB DATE Jun 74
NOTE 115p.; Master's Thesis, University of Texas at Austin

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Asian Americans; Blacks; Career Awareness; *Career Choice; Changing Attitudes; College Students; Comparative Analysis; Cultural Awareness; Educational Research; *Employment; Ethnic Groups; Higher Education; Literature Reviews; Masters Theses; Mexican Americans; *Minority Groups; *Sex Differences; Statistical Analysis; *Student Attitudes; Tables (Data); *Values; Vocational Development

ABSTRACT

The master's thesis discusses values orientation and career choice of male and female non-Anglo American college students. A review of sociological literature related to value schemes of Black Americans, Mexican Americans, and Oriental Americans revealed that previous research is based almost entirely upon inferences made from studies relating career patterns to academic majors. In order to establish work values schemes more directly, a study at the University of Texas randomly surveyed 148 students with diverse backgrounds and interests. Students rated 45 work values on a scale from "important" to "unimportant" and answered 11 queries about their personal and ethnic backgrounds and career goals. Findings indicated that, although values related to life-style, achievement, creativity, and economic returns were emphasized by all students, there were differences in work values by sex and ethnic groups. Whereas female students tended to stress altruism and supervisory relationships, males valued independence, economic returns, and intellectual stimulation. Black-Americans valued economic returns considerably more than all other groups and Mexican Americans valued security second only to way of life. Oriental students scored significantly lower on all scales than did the other groups, indicating that they demand less values fulfillment from their work. Questionnaires, tables of analyses, and a bibliography are appended. (Author/DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144849

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: SO HE
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

WORK VALUES OF UNIVERSITY STUDENTS: AN ANALYSIS BY ETHNIC GROUPS AND SEX

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

PAT CHEW LAFITTE, A.B.

REPORT

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

MASTER OF EDUCATION

SO 010072

THE UNIVERSITY OF TEXAS AT AUSTIN

June, 1974

ACKNOWLEDGEMENTS

I would like to express my gratitude to all those who I have learned from, worked with, and shared with the experiences of generating new ideas. In particular, a special thanks is extended to Dr. Richard Mowsesian, whose professional expertise and personal dedication was invaluable. Both in this project and throughout my graduate studies, he has served as a concerned and authoritative supervisor and consultant. I would also like to thank Dr. Royal Embree, whose assistance as second reader was only one of many learning activities I have had the pleasure of profiting from; Dr. Victor Appel, for introducing me to the intricacies, implementation, and implications of research; Dr. Robert Murff, for the opportunity for creative practical experience; Myra Mabry for innumerable courtesies.

Because my husband, Foch, has always encouraged me to explore and develop my personal and professional interests, I sincerely offer my gratitude. Finally, I would especially like to thank my parents, Mr. and Mrs. Richard Chew. Not only have they provided the means for

my educational endeavors, but they also gave freely and unselfishly their love and encouragement.

P. C. L.

April, 1974

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION TO THE STUDY	1
	Background	1
	Statement of the Problem	6
	Questions for Investigation	10
	Definition of Terms	10
II.	REVIEW OF THE LITERATURE	13
	Structure of Work Values	13
	Definition of Work Values	14
	Clarification of Work Values in Relation to Other Variables: Life Values and Work Values	18
	Work Values and Personality, Interests and Abilities	19
	Work Values and Sex Differences	20
	Work Values and the Individual's Background	22
	Work Values and Academic Variables	25
	Work Values and the College Campus	26
	Work Values and Ethnic Groups	28
	Summary	30
III.	DESIGN OF THE STUDY	32
	Setting	32
	Subjects and Procedures for Gatherind Data.	34
	Instrumentation	34
	Treatment of the Data	41
IV.	ANALYSIS OF THE DATA	42
	Work Values by Sex	44
	Work Values by Ethnic Groups	46
	Work Values and Ethnic Group-by-Sex	54
	Intrinsic, Extrinsic, and Concomitant Scales	56
	Analysis of Supplementary Data: Career Choices and Factors Influencing Those Choices	59

Chapter Page

V. CONCLUSIONS AND RECOMMENDATIONS 65

Restatement of Purpose 65
Conclusions of Data 65
Limitations of the Study 70
Discussion of the Conclusions 70
Call for Further Research 77

Appendix

A. WORK VALUES INVENTORY 79

B. SHORT QUESTIONNAIRE FORM 82

C. ANALYSES OF VARIANCE FOR VALUES BY ETHNIC GROUPS 84

D. WORK VALUES 89

E. IDEAL CAREER CHOICES 91

BIBLIOGRAPHY 93

LIST OF TABLES

Table		Page
1.	Subjects' Description	35
2.	Ethnic Background of Subjects	36
3.	Work Values Scales	43
4.	Rankings of Work Values of Total Group and by Sex	45
5.	Rankings of Work Values by Ethnic Groups	49
6.	Means of Work Values Scales for Ethnic Group and Sex	50
7.	Table of Probabilities	53
8.	Rankings of Work Values by Ethnic Group-by-Sex Subgroups	55
9.	Mean Scores of Intrinsic, Extrinsic, Concomitant Values by Subgroup	58
10.	Probabilities of Intrinsic, Extrinsic, Concomitant Values	58
11.	Tentative and Ideal Career Choices by Percentages and Rank*	61
12.	Tentative vs. Ideal Career Choices by Ethnic Groups	62
13.	Career Influences	64

LIST OF FIGURES

Figure		Page
1.	Taxonomy of Work Values	15
2.	Mean Scores of Work Values of Total Group and by Sex.	47
3.	Mean Scores of Work Values by Ethnic Groups .	52

CHAPTER I

INTRODUCTION TO THE STUDY

Background

Value orientations are defined as "complex but definitely patterned principles, resulting from the transactional interplay of three analytically distinguishable elements of the evaluative process--cognitive, affective and directive elements--which give order . . . to human acts and thought as these relate to the solution of 'common human problems'" (Kluckhohn, 1961, p. 344). An understanding of values, therefore, is essential in dealing effectively with the "common human problem" of vocational development and decision making. In fact, proposes Super (1957), career development can only be understood if a person's perception of the world and its values, and the self-concept of his role in that world is clarified. His self-concept is defined in the context of his culture and his culture is colored by values.

Values "have chartered man's course in the past and are charting it today. They are products of myriads of influences. Some are hand-me-downs from previous generations" (Inlow, 1972, p. 198). And what meaning, Inlow

further probes, does the term "values" have? He concludes that they are "inner determiners" that tend to dictate man's choices in life. These anchor points play a major role in determining human behavior because of their centrality to other beliefs (Bem, 1970). Values are circular in that they exist and condition culture, yet culture in turn influences the shape and perception of values. A value system is instrumental as the underpinnings of a culture or subculture.

The components of this pervasive value system, then, are the values themselves--which are generally descriptive of either "an internal state of the person (needs), or of the kind of reward or satisfaction available to that internal need" (Zytowski, 1970, p. 180). Such values will affect one's interaction with others and play a large role in determining one's occupational choice and attainment (Osipow, 1968; Ginzberg, 1951). Value factors and the individual's background are often revealed as the most important variables in vocational decisions (Berdie, 1953). Logically, career psychologists and counselors attempted to relate values to vocational development and to assess their importance in the persons' perceptions of the occupational world and their place in it. However, immediate difficulties develop when general or life values are widely employed in vocational counseling. It is not

conclusive as to whether work values are a subsystem or a part of a common unitary system with life values, as can be deduced from Super's self-concept theory, or if they are discrete entities (Beilin, 1963)--but nevertheless, there seems to be evidence that both interrelations and definite distinctions between the two exist (Richards, 1966; Kinnane, 1963; Super, 1962; Rosenberg, 1957). Originally, the Allport-Vernon-Lindzey study of values and other measures of general value orientations were used extensively. Super (1962) suggested that the nonvocational nature of the Allport-Vernon-Lindzey study was less applicable to occupational inference. He further emphasized the need for establishing a classification of "work values," so as to differentiate between such values and interests, needs, or distinctive other values. A preliminary step in such a classification was to define values in the vocabulary of the "world of work." Values reflected intrinsically desirable ends or means to ends which motivate man to work (Super, 1972).

Over recent years, work values have been further researched, reassesed, and delineated in relation to many other variables including life values (Kinnane, 1963), socio-economic class (Goodwin, 1973), family background (Kinnane and Pable, 1962), interests (Kinnane and Suziedelis, 1962), perceived parental influence (Kinnane

and Bannon, 1964), self-meaning (Pallone, 1970), sex differences (Singer and Stefflre, 1954), academic achievement (Sprinthall, 1966), status, achievement, interests, adjustments (Super, 1962), age (Wagman, 1965), and among adolescents, college students, counselors, and others in varied occupations.

However, the vast majority of such studies have used American-Caucasian samples, yielding only a paucity of information on how work values are perceived by members of different ethnic groups and among cross-cultural peoples. If one assumes that all these variant subcultures adhere to the same work values as the larger society, then a vast oversimplification is misused in describing the diversity and differences inherent among other ehtnic populations. On the other hand, the need to understand variant values in relation to the dominant values is necessary in order to begin to explain the social situations of the entire society (Kluckhohn, 1961).

In America, these variant values persist over generations (Loh, 1973), and their underlying turbulence can surface and modify the traditional American values. The case is often that the rate and degree of assimilation of a subculture, such as an ethnic group, into the dominant American culture is largely dependent on the degree that the subgroup's value orientations fit into

those of the American culture (Kluckhohn, 1961). An individual of such a minority ethnic group is subject not only to the transitions of the larger social system, but also to that of the surrounding United States society. Minority group status "carries with it the probability of becoming a target for prejudices of the majority; prejudices being faulty and inflexible generalizations and stereotypes" (Brody, 1968, p. 2). All these circumstances increase the stresses of biculturality. Discontinuities exist between the roles that the larger society demands and the different roles that the ethnic subsociety demands.

These discontinuities are embedded in the values and cultural heritage of the respective groups. Organized groups and cultures have a characteristic ideology that is expressed in the norms of those groups. These standards for behavior and thought reflect essential values, and strong pressures exist to conform (Schein, 1957). However, when an individual is "pressed" by more than one culture or group, he is often caught between different, even orthogonal ideologies and values. Or in many instances, the same values exist, but the emphasis and priority of those values are different.

There is perhaps, no more obvious display of the application of values than in the vocational decisions of

such an individual or group. For many ethnic group members, success in one's profession and work is seen as the means for acceptance in the larger society, and often education is perceived as the preliminary and preparatory step toward that success (Brody, 1968; Fong, 1965). Here, too, is the imminent clash of ideological values and reality factors--where cultural value priorities are tested in relation to the needs for economic and social survival. Therefore, if a compromise or rejection in values is made, it is often manifested in vocational decisions. More specifically, then, an understanding of different ethnic groups' work values are important in order to: (1) compare such values to the work values of the larger society and (2) to assess the work values as an underlying mechanism in the ethnic groups' compromise between their traditional values and the American values they encounter.

Statement of the Problem

American college campuses have witnessed some obvious changes in recent years (Harris, 1973; Ryan, 1973). Coeducational living in and out of dorms causes little eyebrow raising among fellow students. Current political sentiments and protests are voiced on the embroidered patches of well-worn jeans rather than on the painted banners and flags carried defiantly in student riots.

The protest demonstrations of the late 1960's emphasizing the pursuit of Utopian ideals are being replaced with workshops on such topics as job interviewing and career search processes where the spirit of practicality is prevalent.

Perhaps more important and relevant to student personnel professionals are the less obvious and underlying reasons and values which have seemingly served as the bases for the many alterations in the changing college scene. One pertinent and encompassing issue to both students and professionals is the view that students hold toward work (Harris, 1973; Ryan, 1973). Today, as ten years ago, students place work in an important role in their lives, but the goals which motivate them to work and the intrinsic and extrinsic values they attach to work seem to draw few similarities (Harris, 1973). The value structure of a person is important in clarifying goals and in determining the appropriateness of a particular occupation (Super, 1972).

Much attention has been focused on the college work ethic and values of the "typical" American student (Dunphy, 1973; Gottlieb, 1972; Richards, 1966; Rosenberg, 1957), that is, the Anglo-American student, but only a relative paucity of research has been related to the work values and attitudes held by non-Anglo-American groups;

the different minority ethnic groups and foreign students. The few studies available deal only indirectly with the work values of these students (Calvert, 1973; Gottlieb, 1972). The need to assess, differentiate, and better understand ethnic group and foreign students was highlighted with the growing number of these variant groups in colleges, and the awakening among the ethnic groups to their rights to their cultural heritage and their demands to assert those values in their collegiate lifestyles (Loh, 1973). Apparent too, are the potential problems and adjustments necessary for the minority ethnic group and foreign student to make in order to be assimilated into and succeed in the larger society, whether it be the college community or the American society. Calvert (1972) emphasizes the fact that the educational level and the employment status of ethnic minority group members falls blatantly below the averages for Anglo-Americans. The number of Black-Americans and Mexican-Americans in colleges lags behind in percentages relative to total population. But progress is being made, offering both more career alternatives to ethnic group members and the simultaneous urgency for better defining those work values most important to them, in order to clarify the meaning of such new career and major options. Armed with information on the work values of different ethnic groups and foreign

students, counselors and psychologists can more effectively assist students in making and understanding their career choices and development.

Work values can assist in self-concept clarification (Super, 1972) and also serve as a self-exploratory tool for differentiating priorities of interests, alternatives, and the values that influence these alternatives. Such a tool is especially valuable to those students who feel confused by conflicting cultural values or whose values toward work do not seem to correspond with the career choice they have made. Because ethnic group and foreign students often see education as a prerequisite in obtaining a "better way of life" relative to their parents and ancestors--then the college population is especially appropriate for studying the work values of those students who seem motivated toward more professional career goals not traditionally associated with their cultural ancestory. The college campus is also regarded as a birthplace of social change and ideas and so is inevitably the scene for value confrontations. Work values are necessarily characteristic of those values which undergo evaluations by students because the decisions they make based on these work values determine the directions that their career patterns take.

Questions for Investigation

This investigation will focus on measuring work values of university students. Specifically, it will attempt to answer these questions:

1. Are there any differences in work values (as measured by the Work Values Inventory, Super, 1970) between female and male students?

2. Are there any differences in work values (as measured by the Work Values Inventory, Super, 1970) between the following ethnic groups?

   A. Anglo-Americans
   B. Black-Americans
   C. Mexican-Americans
   D. Oriental-Americans
   E. Foreign Students

3. Are there any differences in work values between the above ethnic groups by sexes?

   A. Anglo-Americans females and males
   B. Black-Americans females and males
   C. Mexican-Americans females and males
   D. Oriental-American females and males
   E. Foreign Student females and males

Definition of Terms

Terms such as "Anglo-American" and "ethnic group member" have acquired ambiguous and often vague definitions, depending on the context in which they are used. Therefore, for purposes of this investigation, they will be defined as follows.

1. Ethnic group member--an individual who is an American citizen and who is or whose parents

are, or whose ancestors were of a nationality which shares a common and distinctive culture; the student's culture having some separate and distinguishably different characteristics from the dominant, prevailing, national Anglo-American culture. For the purposes of this study, they will include those students which mark one of the following appropriate "ethnic group background" categories on the questionnaire:

_____ Black-American
_____ Indian-American
_____ Mexican-American
_____ Oriental-American
  _____ Chinese-American
  _____ Japanese-American
_____ American Other

However, the emphasis of this study will be on these ethnic groups: Black-Americans, Mexican-Americans, and Oriental-Americans.

2. Foreign student--a student who is not an American citizen and whose national identification is with a foreign country. For purposes of this study, they will be students who mark one of the following appropriate "foreign student" categories on the questionnaire:

_____ Foreign Student
  _____ Iran
  _____ Hong Kong or Taiwan
  _____ Mexico
  _____ China
  _____ Other _____

3. Anglo-American student--an individual who is an American citizen, whose culture is or is not distinguishably different from the predominant, prevailing national Anglo-American culture. For the purpose of this study, it includes those students who mark the appropriate category:

_____ Anglo-American

4. Non-Anglo-American--all those students or individuals who are not Anglo-American (according to the definition above). For the purpose of this study, it refers to all those students who mark any appropriate category other than:

   _____ Anglo-American

5. "Typical" American student (Berry, 1973; Based on an American Council on Education survey of 188,900 freshmen entering 373 institutions)--a student or students possessing similar characteristics to those listed on "A Profile of the American College Freshmen, Fall 1972.'

6. "Typical" U.T. Austin student (Berry, 1973; Based on UT Student Information Survey of over 34,000 U.T. Austin students, 1972)--a student of students possessing similar characteristics to those listed on "Modal UT Austin Student."

CHAPTER II

REVIEW OF THE LITERATURE

Structure of Work Values

> "The foundation for an effective occupational choice must lie in the values and goals of an individual, for it is these which enable him to order his current achievement with reference to the future. The essential element in decision making is the effective linking of present action to future objects. . . . The individual will not make an effective occupational choice unless he has support for his value scheme" (Ginzberg, 1951, p. 222).

One's work value scheme can be structured into trichotomized motivational rewards: intrinsic, extrinsic, and concomitant types (Ginzberg, 1951). Intrinsic values are inherent in the work itself, the activity providing personal satisfaction and enjoyment. An extrinsic interest in work involves valuing work for what it makes possible, that is, as a means towards another end--whether it be money, prestige or security. A further differentiation was made in concomitant rewards, valuing the work environment elements such as colleagues, other associates, and the job surroundings. Such a structure of work values has found support in similar value clusterings (Schwarzweller, 1959; Friedlander, 1963; Hendrix and Super, 1968).

Zytowski (1970) formulated a concise summary of taxonomies of work values, as proposed by several different vocational development theorists. Despite the diversity in terminology, all the values can still be broadly identified in Ginzberg's extrinsic, intrinsic, and concomitant categories. (See Figure 1.) Values in work can also be construed in terms of one's basic orientation toward or away from persons, things and ideas (Roe, 1972; Dunphy, 1973). Work, then, can be perceived as valuable and fulfilling in itself, or as a vehicle for potential associations with other people and/or outcomes (Super, 1970). In a more encompassing framework, work may be seen as an effort toward self-actualization (Friedman and Havighurst, 1954) or self-concept implementation (Super, 1963).

A person attempts to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality and to convert it into a reality, with satisfaction to himself and of benefit to society (Super, 1951). In choosing an occupation, one is, in effect, choosing a means of implementing a self-concept.

Definition of Work Values

The concept of work values grew out of a need to describe the basis for the motivational systems involved

FIGURE 1

TAXONOMY OF WORK VALUES*

Ginzberg	Super	Herzberg	Rosenberg	MIQ	Stefflre
Extrinsic	Security	Job security	Secure future	Security	Security
	Prestige	Status	Status, prestige	Social status	Prestige
	Economic returns	Salary	Good deal of money	Compensation	Money
	Achievement	Achievement		Achievement	
		Advancement		Advancement	
		Recognition		Recognition	
Concomitant	Surroundings	Working conditions		Working conditions	
		Company policy and administration		Company policy and administration	
	Associates	Interpersonal relations--Peers	Work with people	Co-workers	
	Management	Interpersonal relations--Subordinates	Leadership	Authority	Control
	Supervisory	Interpersonal relations--Superiors		Supervision--human relations	
		Supervision--technical		Supervision--technical	

FIGURE 1 (Continued)

Ginzberg	Super	Herzberg	Rosenberg	MIQ	Stefflre
	Independence		Free of supervision	Independence	Job freedom
	Altruism		Helpful to others	Social service	Altruism
		Work itself			
	Creativity		Creative, original	Creativity	Self-realization
Intrinsic	Way of life	Factors in personal life		Moral values	
	Intellectual stimulation	Possibility of growth	Use special abilities	Ability utilization	
	Variety			Variety	
		Responsibility		Responsibility	
			Adventure		
				Activity	

*Modified from Zytowski, D., "The Concept of Work Values," Vocational Guidance Quarterly, 18, 3, March 1970, 182.

in vocational behavior and decision making (Zytowski, 1970). The terms "work needs" and "work satisfaction" are often used interchangeably with work values, but a differentiation and specificity in definition is still necessary (Kinnane and Suziedelis, 1962). Work values can be further delineated as a set of concepts which mediate between the "person's affective orientation and classes of external objects offering similar satisfactions" (Zytowski, 1970, p. 180). Consequently, it functions as a ranking system where particular internal values are placed in priorities relative to the kinds of external satisfaction (for instance, work) available to that need.

Such a value structure is crystallized in vocational development stages, where compromise processes in alternate choices are necessarily made (Kinnane and Suziedelis, 1962). Super (1970) proposes that those values that emerge are intrinsically desirable and fundamental goals which motivate man to work. So despite diverse and numerous intepretations, there is general agreement that the construct of work values are (1) not yet well defined, (2) needs more research, and (3) can be an increasingly valuable concept in vocationally-related assessments and counseling. Perhaps one productive means for utilizing and understanding work values is to evaluate the

construct functionally, and to study how it relates to other personality and social characteristics.

Clarification of Work Values in Relation to Other Variables: Life Values and Work Values

Research to date has presented supportive and consistent, although sometimes weak evidence for the existence of distinct work-related values and how these values affect the individual's vocational development. They have been researched in relation to life values (Astin and Nichols, 1964; Kinnane and Gaubinger, 1963) and offer support to the notion that work values constitute a component system of life values or that they have at least some common factors. According to Super (1957), life values find expression in work values, and consequently positive correlations should appear between life value scales and similar work oriented value scales. Such hypotheses were supported in the Kinnane and Gaubinger study (1963) where the Allport-Vernon-Lindzey value dimensions and the Work Values Inventory (Super, 1970) value dimensions of 143 college freshmen were compared. All five hypotheses linking life values to work values were significantly supported. The researchers discuss the variance in an individual's life versus work values, in

consideration that life values are a judgment of abstract value preferences in abstract settings as opposed to work values being a measure of judgments in more concrete terms, with practical implications and in the context of work. Because an individual realizes that he cannot, therefore, satisfy all his needs, realistically speaking, then he must make a compromise based on, among other things, his values (Ginzberg, 1951). What is valued is chosen. However, once his decision is made and consequently, a commitment selected--then the process temporarily reverses and what is chosen is valued.

Work Values and Personality, Interests and Abilities

The research done on the relationship between work values and personality variables, interests, and abilities has produced comparatively weak, inconclusive evidence that correlations between these variables exist (Super, 1970). An example of supportive data (Kinnane and Suziedeles, 1962) revealed a high degree of relationship between work values and inventoried interests, supporting the hypothesis that the patterning of interests reflects a way of valuing work and that differences in work orientations are predictive of distinctive interest patterns. Evidence unsupportive of a link between personality characteristics

and work values was given in a study of the structure of work values in relation to status, interests, achievement and adjustment (Super, 1962). However, the study results did identify ten distinguishably different work values factors, interest or values factors, personality and adjustment factors, and an achievement factor.

Some literature has been presented on how desirable and meaningful work values are perceived to be. In general, those work values perceived as more socially desirable are also those selected as most personally desirable. In a study with graduate psychology students and their clients, intellectual stimulation was rated as the highest socially and personally desirable value (Super and Mowry, 1962). As for self-meaning perceptions of work values, it was found that work values and self-meaning measures are negatively related (Pallone, 1970). The research further suggests that the more negatively one views himself, the greater value he places on intellectual stimulation, prestige, and independence in work values; and conversely, the more postively one views himself, the less emphasis he places on those rewards in work.

Work Values and Sex Differences

One of the chief factors that determine attitudes about work is sex and how willing the individual is to "fit"

into the traditional sex-associated employment roles (Harris, 1973). In general, findings do reflect sex stereotypes. Results of studies (Singer and Stefflre, 1954; Wagman, 1965) concluded that the most important work values of males, as perceived by both men and women, are independence, power, profit, and self-esteem, while a female values interesting work where she can help people. All references on work values of women suggest that women are motivated more by social rejection than by appeals to leadership; that is, they are concerned more with getting along than with getting ahead (Zapolean, 1961). "Masculine" work values are related to high levels of motivation in constrast to "feminine" work values that are associated with low levels of motivation (Eyde, 1961). In fact, say Simpson and Simpson (1960), women in general, are more oriented to intrinsic rather than extrinsic aspects of work. Although women seem to emphasize human values more, they often do not consider such values an important determiner of actual job choice, presumably because they do not see work as a major way of satisfying their personal needs and values (Lewis, 1973).

Given such distinct "maleness" and "femaleness" associated work values, one is led to question who perpetuates such stereotypes? Hawley (1971) studied women's perception of what they think men think and concluded that

women's perceptions of male views depended on their (women's) career or tentative career choice and their marital status. Women in traditionally feminine occupations tend to think that men view sex as a prime explanation for work value preferences, but women outside the traditional female-associated career groups did not feel that men presupposed such generalization based on sex differences.

In addition, some studies investigated both sex and age variables in relation to work values. They suggest that occupational values are generally well formed between the 9th and 12th grades and that they maintain general stability throughout college and life (Dipboye, 1959; Miller, 1954; Wagman, 1965; Zytowski, 1970). However, there seems to be tentative evidence that values sometimes change to accomodate occupational or academic commitments (Zytowski, 1970).

Work Values and the Individual's Background

Work Values and the Family: Although it is generally agreed that the value orientations are essentially learned in the enculturation and socialization processes (Rosenberg, 1957; Schwarzweller, 1960), it is still inconclusive as to which socio-cultural factors are acting and how these factors are shaping the values.

The family, proposed Super (1957), is often considered the predominant influence in work values and career choices of its members through its social and economic interests and affiliations and its values. That the family is of considerable importance in work values development is further substantiated by numerous studies (Centers, 1949; Rosenberg, 1957; Kinnane and Pable, 1962; Kinnane and Bannon, 1964). Although socio-economic status has been the family factor most researched, there is accumulating information that other influences such as "role models, work and play habits of the family, warmth of family relationships, cultural stimulation in the home, and status strivings" are significant in work values formulations (Kinnane and Pable, 1962, p. 320). In the Kinnane and Pable study the following hypotheses were supported:

1. Security-Economic-Materialistic work values were positively related to the degree of materialistic home atmosphere,
2. Social-Artistic work values were positively related to cultural stimulation and family cohesiveness,
3. Work conditions work values were positively related to family cohesiveness,
4. Heuristic-Creativity work values were positively related to cultural stimulation in the home,
5. Independence-Variety work values were negatively related to the degree of adolescent independence (need deprivation).

Roe (1957) further theorized that a child's early relationship with parents, and the extent to which his needs are satisfied or frustrated all lead to his development of a basic orientation towards or away from persons. Erickson (1950) proposed that the mother is the most influential person in determining work orientations.

Work Values and Socioeconomic Status and Selected Occupations: Of all the person's background determinants, Kinnane and Bannon (1964) focused on the socioeconomic status of the home as the most predominant. They concluded that parental influences are highly related to the socioeconomic status (as indicated by the occupational level of the father) of the family: (1) fathers in professional work exert a greater influence on the female child, as she frequently internalizes the father's idealized (not the father's actual) work orientations, and (2) that the daughter who identifies with the mother, more often has a father of skilled or unskilled level of work. The notion that members of lower socioeconomic status groups more often seek extrinsic rather than intrinsic values in work than those of upper socioeconomic groups is not supported here or in a study by Goodwin (1972) on the work orientations of the poor. However, Centers (1949) offered evidence that middle class members saw

self-expression and lower class members saw security as the most desirable values.

It can be inferred, then, that occupational differences also reflect variations in work values, although the data is not consistent (Dickinson, 1954; Singer and Stefflre, 1954; Super, 1970). Despite this lack of agreement, there seems support for a positive correlation between those employed in higher level occupations and intrinsic reward priorities (Centers and Bugental, 1966; Zytowksi, 1970). In addition, differentiating work values are often perceived stereotypically with different occupations. Olive (1964) argued that the more obscure and unspecific the actual activites of the occupations are to the individual, the more that individual tends to project these assumed work values onto his job description.

Work Values and Academic Variables

The relationship between work values and academic variables, such as academic achievement, academic majors, and grade levels is not clearly established (Super, 1970). That students in particular majors do voice respectively different work values is strongly suggested, but the underlying basic factors in predicting the work values and majors relationship is far from conclusive (Rosenberg, 1957; Super, 1970; Gottlieb, 1972). As with school majors,

there is some unclear associations between work values and academic achievement or school grades. Super (1957) felt that there was no significant relationship, but Springthall (1966) and Getzell (1958) argued that consistent comparisons do exist.

Work Values and the College Campus

Comprehensive studies have centered on the occupational attitudes of college campuses, all making note of the periodic changes and the prevalent work ethics (Rosenberg, 1957; Richards, 1966; Gottlieb, 1972; Calvert, 1973). In the 1950's, Rosenberg conducted a study on thousands of students from eleven representative colleges. Generalizations of the research included broad evidence that (1) students tend to seriously consider more than one value, and that (2) students were likely to seek self-fulfillment, security, and personal satisfaction most, emphasizing money and status less. In a 1961 National Opinion Research Center study of American college seniors, students stressed altruistic and self-growth in work value motivators. The 1960's, a period of "Great Aspirations," was followed by the "Great Expectations" of the early 1970's (Harris, 1973). An encompassing study done by Gottlieb (1972), under contract with the Manpower Association, involved over 1,800 students from five

Pennsylvania colleges. The overall findings included evidence that:

1. Students deemphasized extrinsic rewards and sought intrinsic rewards which would benefit others and society;

2. Students see women as less capable, and assume that they have lower career expectations and fewer alternatives, and will encounter sex discrimination in the job market; black women students, largely from the lower socioeconomic groups, endorse the more traditional women's role and valued security in work more than any other group;

3. Students attach great importance to the family and feel it should be placed above career concerns;

4. Students from higher socioeconomic status backgrounds frequently attached more value to work that is interesting, rather than to work security than students of lower socioeconomic goups;

5. The "Protestant Work Ethic" is still quite alive. Students with no religious preferences were more often concerned with creativity and indiviudality than extrinsic work values;

6. Students feel colleges should offer more adequate career counseling. Students are often unfamiliar with job opportunities and have many apprehensions about themselves and their skills.

These attitudes, says the study, seem to be indicative of an individual's outlook on life and that the "chief factors that create difference student opinions about work are sex, socioeconomic background, ethnic-religious orientations" (Gottlieb, 1972, p. 4).

As the 1970's progress, Ryan (1973) noted a return to conservatism and practicality on today's college campuses. This may be attributable to the expanding but still tight job market and the ever present threat of an economic slowdown that greets students as they approach graduation. On major college campuses, such as at the University of Texas, there is notably more student concern with marketable majors and skills and the decreasing dollar (Fries, 1973).

Work Values and Ethnic Groups

Few studies deal with the relationship between work values and race or the different ethnic groups, and these studies contribute relatively little because they treat the issue only indirectly or coincidentally (Goodwin, 1973; Gottlieb, 1972; Calvert, 1972; Calvert, 1973).

In 1971, there were approximately 522,000 Black-Americans, 160,000 Spanish-surnamed Americans, and 70,000 Oriental-Americans in American colleges, revealing a large increase in the past decade (Calvert, 1972). However, careers and academic majors selected by these groups reflect little variation and diversity in choices since the 1960's. Calvert suggested that this inflexibility in vocational-related choices is due to a lack of contact between ethnic group members and the professionals in

different areas thus limiting major choices and consequently career choices.

Another possible indice that different cultural backgrounds mold career preferences is suggested in the Gottlieb (1972) study. It was found that Black women students were more likely to adhere to more traditional women's role concepts than any other group. However, Goddwin (1973) offered related, but contrary evidence that although Blacks are less confident of their work abilities, the important variables are socio-economic rather than racial or ethnic groupings.

Perhaps other inferences can be made by evaluating the career patterns of individuals with diverse cultural backgrounds, on the assumption that work values significantly influence career patterns. Calvert (1973), in a study on the patterns of liberal arts graduates, contended that race is conclusively a factor that shapes vocational patterns. He found that when an individual did go on to obtain a graduate degree, that Blacks more often received masters, Orientals more often got professional degress, and that Anglo-Americans continued on with Ph.D. degrees. More than a third of the Orientals were involved in the medical field.

Summary

The structure of work values is being researched widely and clarified by the many who see its potential utility in vocational development and counseling settings. Despite the variations in work values taxonomies, there is a general agreement with the basic underlying Ginzberg trichotomy of values: intrinsic, extrinsic, and concomitant types.

The research relating work values to other variables is varied in its consistency and comprehensiveness. Work values seem inherently related to life values. However, the positive correlations between the two is not clearly explained and the evidence is often contrary. The proposed relationship between personality variables, interests, abilities and work values is supported by weak and inconsistent evidence. The relationship between work values and academic variables, such as educational grade levels, achievement, and academic majors is not clearly established.

On the other hand, there seem to be some distinct and fairly consistent support for differentiation of work values by sexes. "Maleness" and "femaleness" associated work values were revealed in several studies. The variables created by an individual's background are generally believed to be influential in a person's vocational development. The family, proposes Super (1957) is the predominant

factor in determining work values. Kinnane and Bannon (1964) focus on the socioeconomic status of the home. Results of these and other studies suggest real correlations, although the data is not conclusive.

The literature relating ethnic groups to work values is not subject to criticism since there is none (at least as far as this investigator could find). This paucity of information is only filled with inferences made from studies on ethnic groups' career patterns and academic majors. Even these studies are relatively new and few in number. Obviously, more research is necessary if any more applicable and relevant comparisons and implications can be made.

CHAPTER III

DESIGN OF THE STUDY

The setting and subjects were selected because of the broad and diverse complexion of the student body and campus community as a whole. The University of Texas is reflective of the characteristics of other university settings, as based on similarities between the "average" college student and the "average" University of Texas student. Such a generalization is derived from findings on a survey on the social, educational, and ethnic backgrounds of the U.T. student body (Berry, 1973).

Setting

The University of Texas at Austin is a state-supported public institution of higher learning, founded in the late nineteenth century. It is governed by a Board of Regents, whose members are nominated by the Governor and approved by the Legislature of the state.

According to a 1972 and a 1973 survey of the student body (Berry, 1973), there are approximately the following number of students in each category.

	1972	1973
Total	39,000	40,000
Men	24,000	23,800
Women	15,000	15,500
Single	30,000	30,800
Married	9,000	8,000
Freshmen	8,100	
Sophomore	7,500	
Junior	7,800	
Senior	8,700	
Graduate	7,600	

The University of Texas has the 16th largest enrollment of ethnic group members in the United States (Calvert, 1972). The estimated number of each ethnic background (Berry, 1972, Laurentz, 1973) is:

	1972	1973
Anglo-Americans	33,654	34,000
Black-Americans	327	412
Mexican-Americans	1,539	1,792
Oriental-Americans	178	732
Foreign Students	1,277	Not given

The largest number of foreign students came from Iran, Hong Kong, China, Mexico, and India (Berry, 1973).

The average parental income appears to have decreased from 1972 to 1973. This may partially explain the increased number of students planning to work part or full-time while in school. Fries (1973) notes that University of Texas students are characteristically concerned about job opportunities after college work, financing their education, and individual rather than social or group causes.

Subjects and Procedures for Gathering Data

The subjects were asked to fill out the Work Values Inventory questionnaire and a short questionnaire form (see Instrumentation, p. 40). Students from diverse backgrounds and interests were selected randomly from different locations on the campus (for example, at Mexican-American organization meeting, library lobbies, Student Union television, reading rooms, and patios, all male campus dormitory, coeducational privately owned dormitory) and during a two week time span in the fall of 1973.

Of the 148 total group number, 66 were females and 82 were males; the mean age being 20.27. The subjects are further graphically described in Tables 1 and 2.

Instrumentation

Two instruments were utilized to compile the data: (1). Work Values Inventory (Super, 1970), and (2) a short questionnaire form.

Development of the Work Values Inventory (WVI)

Many psychologists emphasized the need for defining values in the "vocabulary of work" (Super, 1970; Sytowski, 1971). In response to that need, several inventories on work values have been developed. The Work Values

TABLE 1

SUBJECTS' DESCRIPTION

		Total		Females		Males	
		N	%	N	%	N	%
Classification:	None given	1	*	0	0	1	1
	Freshmen	26	18	13	20	13	16
	Sophmore	26	18	14	21	12	15
	Junior	34	23	17	26	17	21
	Senior	29	20	16	24	13	16
	Graduate	32	22	6	9	26	32
	TOTAL	148	100	66	100	82	100
Marital Status:	Single	110	74	54	82	56	68
	Married	34	23	10	15	24	29
	No Response	4	3	2	4	2	2
	TOTAL	148	100	66	100	82	100
Major:	Business Administration	23	16	10	15	13	16
	Communication	18	12	9	14	9	11
	Education	6	4	6	9	0	0
	Engineering	11	7	0	0	11	13
	Fine Arts	3	2	1	2	2	2
	General & Comparative Studies	3	2	0	0	3	4
	Humanities	8	5	3	15	5	6
	Natural Sciences	20	14	11	17	9	11
	Social & Behavioral Sciences	31	21	13	20	18	22
	Special Advising	2	1	0	0	2	2
	Allied Health	10	7	5	8	5	6
	Architecture	3	2	1	2	2	2
	Undetermined	1	5	4	6	3	4
	No Response	3	2	3	5	0	0
	TOTAL	148	100	66	100	82	100

TABLE 2

ETHNIC BACKGROUND OF SUBJECTS

		N	%
Place of Birth:	American-born	120	81
	Foreign-born	28	19
	TOTAL	148	100
Ethnic Background:	Anglo-Americans	54	
	Black-Americans	34	
	Mexican-Americans	17	
	Oriental-Americans	14	
	Foreign Students	28	
	TOTAL	148	100

Foreign students were from Korea, Japan, Tawain, Hong Kong, China, Nicaragua, Spain, Chile, and Mexico.

Inventory, devised by Super and associates, was developed to assess motivating work goals and to measure the satisfactions and values which are extrinsic to as well as those which are intrinsic in work. It seeks applicability to wide age ranges and all educational levels beginning with junior high school (Super, 1970).

Several different formats (forced-choice, open-ended essay, paired comparison inventory, rank order, and rating on a five point scale, singly and in combination) and several refinements have been carried out since 1951, all resulting in the present 45 item five-point scale ranking form (Super, 1970).

Work values, in general, have been factor analyzed repeatedly in an effort to yield the more basic underlying value dimensions. Friedlander's (1963) analysis revealed component values of 1) social environment, 2) task centered opportunities for self-actualization, and 3) recognition through advancement. Derived from Ginzberg's (1951) trichotomy, Hendrix and Super (1961) found extrinsic-intrinsic clustering of WVI items, although results were more conclusive for males. Based on several work inventories' analyses, Crites (1961) identified five independent factors: 1) material security vs. job freedom, 2) personal status vs. social service, 3) social approval, 4) system, and 5) structure.

O'Connor and Kinnane (1961) discovered six specific first order factors of the 30-item form of the WVI, administered to 190 male college students: 1) security-economic-material, 2) social-artistic, 3) work conditions and associates, 4) heuristic-creative, 5) achievement-prestige, 6) independence-variety. Perhaps offering a more fundamental framework is Super's four basic dimensions of values: 1) material or situational factor, 2) goodness of life factor, 3) self-expression factor, and 4) behavior control factor. These four separate underlying dimensions of the WVI seem especially applicable to males, although distinct consistency in the factors can still not be conclusively determined (Super, 1970). A copy of the WVI is presented in Appendix A.

Validity

As suggested by the American Psychological Associations' Committee on Test Standards (1954), test validity should be viewed from four perspectives: construct, content, concurrent, and predictive validity.

The construct validity of the WVI deals with the construct of work values itself, and whether the instrument does in fact measure what the underlying theory says it should measure. Construct validity is often illustrated by a correlational analysis of the test with appropriate

other tests which assess many of the same traits. The WVI was analyzed in relation to the Allport-Vernon-Lindzey, the Strong Vocational Interest Blank, and the Knuder Preference Record under the assumption that work values were derived from life values and that interests are often the means by which work values are implemented. Results are inconsistent and reflect many negative or unrelated comparisons (Super, 1970).

Content validity deals with the credibility of the content data itself. The self-report method selected in the WVI and the phrasing of items is based on the literature and the repeated efforts to make the items more comprehensive.

Concurrent validity assesses the work values concurrently with related traits. As discussed earlier, work values have been correlated with personality, curricular differences, grade differences, sex differences, and occupational differences. Here again, results are inconclusive, but there are some apparent correlations. Information on the predictive validity of the WVI has not been collected yet.

Reliability

Consideration of much research has been incorporated in the present form of the WVI. The forced-

choice method reportedly differentiates better between groups than does the rating form (Cronbach, 1960). However, the rating form is more reliable, so some degree of differentiating power was sacrificed for increased reliability (Super, 1970). In test-retest reliability studies, there was ample evidence that the fifteen scale, 45-item inventory was internally consistent and stable over time intervals of about two weeks. The lowest retest reliability is .74, the highest is .88, and the median is .83 (Super, 1970).

Questionnaire

The short, twelve item questionnaire form was developed specifically for use in this investigation. (See Appendix B for the complete questionnaire.) The questions on sex, classification, and ethnic groups are directly intended to provide the data for the particular concerns of this study. Ethnic group listings are based on the largest ethnic groups and on the countries with the largest number of foreign students at the University (Berry, 1973).

The other questions were selected because of their proposed relevance in the development of work values. Question #7 suggests the degree of assimilation as based on length of time in America, and generation number.

Questions #8, 9, 10, and 11 deal with career goal, ideal career goal, influences on career choice, and education as related to career goals.

Treatment of the Data

Descriptive analyses were performed on the total group and on the group by sexes. Based on 80 different variables, means, standard deviations, and raw frequencies were computed for age, classification, ethnic backgrounds, sex, tentative and ideal career choices, career influences, each of the 15 work values scales (Super), the three modified Ginzberg scales, and each WVI item.

Analyses of variances were executed, based on sex and ethnic groupings, yielding means and probability figures on the work value scales for each ethnic group and ethnic group by sex divisions.

CHAPTER IV

ANALYSIS OF THE DATA

In an effort to assess the differences in the work values between sexes and between ethnic groups of University students, 148 subjects were given the WVI and a short questionnaire form in the fall of 1973.

More specifically, the questions of the investigation are:

1. Are there any differences in work values by sex?
2. Are there any differences in work values between the following ethnic groups--Anglo-Americans, Black-Americans, Mexican-Americans, Oriental-Americans, and Foreign students?
3. Are there any differences in work values between the above ethnic groups' subgroups by sex?

The following discussion of the analysis of the data will be organized around each of the questions, beginning with the broader inquiries. The data presented was derived from a descriptive analysis and an analysis of variance of the compiled information.

As an introduction to the review of the data, the work values of the total group will be summarized. As shown in Table 3, the mean scores of work values for the total group ranged from 9.4 (Esthetic) to 12.3 (Way of Life).

TABLE 3

WORK VALUES SCALES*

Work Values Scales*	Total Mean	Total SD	Females Mean	Females SD	Males Mean	Males SD
Altruism (A)	11.4	3.3	11.4	3.6	11.4	3.0
Creativity (C)	11.5	3.3	11.4	3.5	11.5	3.0
Independence	11.8	3.0	11.3	3.4	12.0	2.6
Intellectual Stimulation	11.3	2.9	10.9	3.1	11.5	2.5
Variety	11.1	3.0	11.1	3.2	11.1	2.8
Way of Life	12.3	3.2	12.2	3.7	12.3	2.7
Esthetic	9.4	2.9	9.4	3.0	9.3	2.7
Achievement	11.9	3.0	11.7	3.5	12.0	2.6
Economic Returns	11.4	3.0	11.1	3.3	11.6	2.7
Prestige	10.8	2.8	10.8	3.0	10.9	2.7
Security	10.9	3.3	11.0	3.2	10.9	3.3
Associates	10.1	2.5	10.3	2.8	9.9	2.3
Management	9.8	2.5	9.7	2.3	9.9	2.6
Supervisory	11.4	3.1	11.4	3.3	11.4	2.9
Surroundings	11.1	2.8	11.2	3.0	10.9	2.5

*Scale Scores can range from 3-15

Subjects ordered work values from most valued to least valued as indicated in Table 4. However, generalizations of the total group appear to be limitedly applicable to subdivisions of the larger group. So as to better understand the value variables common to a more specific population, this analysis will now focus on the data related to sex groupings.

Work Values by Sex

Question: Are there any differences in work values by sex?

The data presented in Tables 3 and 4 indicate there are differences in work values between the sexes, thus this question may be answered in the affirmative. According to the scores, females and males do have similar work values priorities. However, females tend to place more emphasis on Altruism, Supervisory, and Surroundings values than males. Males, in turn, rate Independence, Economic Returns, and Intellectual Stimulation higher than females. They both perceive Way of Life and Achievement as most important, and Esthetic, Management, and Associates as least important. There is a large variation in mean scores on the Independence, Intellectual Stimulation and Economic Returns scales, as illustrated in Table 3.

TABLE 4

RANKINGS OF WORK VALUES OF TOTAL GROUP AND BY SEX

Work Values	Total	Females	Males
Way of Life	1	1	1
Achievement	2	2	2.5
Independence	3	6	2.5
Creativity	4	4	5.5
Altruism	6	4	7.5
Economic Returns	6	8.5	4
Supervisory	6	4	7.5
Intellectual Stimulation	8	11	5.5
Variety	9.5	8.5	9
Surroundings	9.5	7	11
Security	11	10	11
Prestige	12	12	11
Associates	13	13	13.5
Management	14	14	13.5
Esthetic	15	15	15
RANGE OF SCORES	9.4-12.3	9.4-12.2	9.3-12.3

In general, mean scores from work values scales selected by females ranged form 9.4 (Esthetic) to 12.2 (Way of Life), the same highest and lowest values for the group as a whole. Females' work values are placed in ordered priorities as shown in Table 4. Scores from the males' work values ranged from 9.3 (Esthetic) to 12.3 (Way of Life), again the same two scales as the total group. Arranged from highest values to lowest values scores, the work values for males are as indicated in Table 4.

Despite these differences, the trend of mean scores of men, women, and the total group are very similar, as graphically shown in Figure 2. This similarity suggests an overall likeness in work values emphasized and the order of such emphasis.

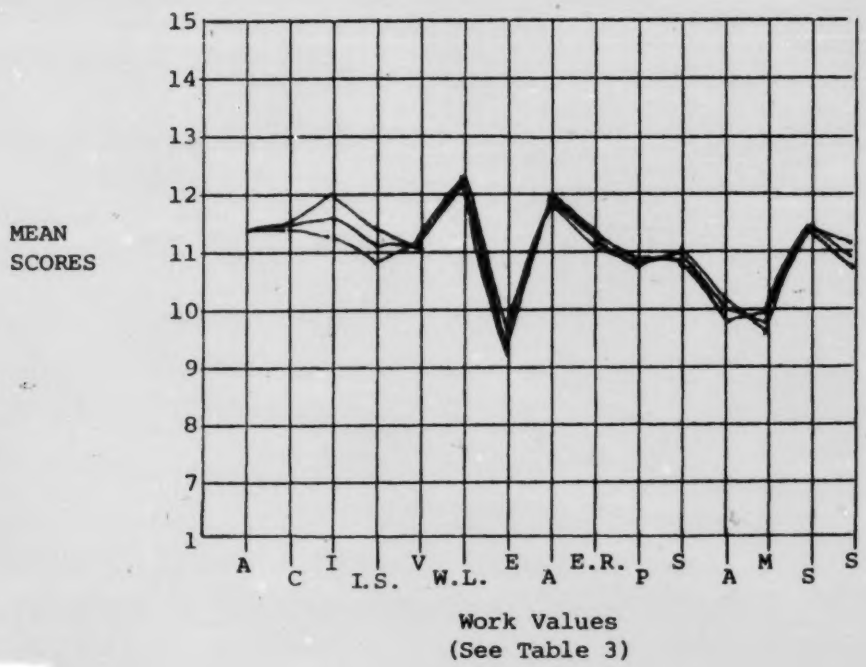
Work Values by Ethnic Groups

Question: Are there differences in work values between the following ethnic groups--Anglo-Americans, Black-Americans, Mexican-Americans, Oriental-Americans and Foreign Students?

This question is also answered in the affirmative. The data indicate there are differences in work values between the ethnic groups, as based on differences in work values mean scores and the rankings of such mean scores. In fact, except for some general consistency in the top

FIGURE 2

MEAN SCORES OF WORK VALUES OF TOTAL GROUP AND BY SEX



and bottom values, ethnic groups varied considerably. The ranking of work values priorities according to mean scores is given in Table 5, with the range of these scores shown directly under the rankings. Table 6 presents all mean scores for every ethnic group and the ethnic groups-by-sex subdivision. As illustrated, Black-Americans, Mexican-Americans, and Anglo-Americans have the widest range of mean scores and the most extreme high scores (13.05, 13.00, 12.68), while Oriental-Americans and the Foreign students have the narrower mean score range and the smaller highest means (11.57, 11.00).

In addition, American-born groups selected Way of Life as the first value (the one with the highest mean score), while Foreign students listed Creativity first and Way of Life fourth. All groups named Achievement and Independence in the top five. Creativity is repeatedly listed in the upper categories by all except the Black-Americans, who gave Creativity as the 12th most important value. Another distinction of Black-Americans is their placing of Economic Returns second, while others put it seventh or below. Mexican-Americans placed Security considerably higher and Anglo-Americans put Surroundings considerably lower than others. Categories consistently shown in the bottom five values or least important values of all groups were Esthetic, Associates,

TABLE 5

RANKINGS OF WORK VALUES BY ETHNIC GROUPS

Work Values	Anglo-Americans	Black-Americans	Mexican-Americans	Oriental-Americans	Foreign Students
Way of Life	1	1	1	1	4
Achievement	2	4	3	3	3
Altruism	3.5	8	12	7	6
Independence	3.5	5	4	5	2
Creativity	5	12	9	2	1
Intellectual Stimulation	6	10	8	8	4
Supervisory	7	3	5	8	10
Variety	8	6	10	13	12
Economic Returns	9	2	7	10	7
Security	10	9	2	11	15
Prestige	11	10	11	6	8
Surroundings	12	7	6	4	9
Associates	13	14	13	13	11
Management	14	13	14	12	13
Esthetic	15	15	15	15	14
RANGE OF MEAN SCORES	9.88-12.68	9.55-13.05	9.41-13.00	9.35-11.57	9.23-11.06

TABLE 6

MEANS OF WORK VALUES SCALES SCORES FOR ETHNIC GROUP AND SEX

	Anglo-Americans	A-A Females	A-A Males	Black Americ.	B-A Females	B-A Males	Oriental-Amer.	O-A Females	O-A Males	Mexican-Amer.	M-A Females	M-A Males	Foreign Student	F.-S. Females	F.-S. Males
Altruism	11.96	11.90	12.04	12.05	11.33	12.45	10.64	9.87	11.66	10.70	10.77	10.62	10.58	11.80	10.33
Creativity	11.88	12.21	11.40	11.41	10.50	11.90	11.35	10.50	12.50	11.05	11.33	10.75	11.06	10.00	11.29
Independence	11.96	11.81	12.18	12.41	12.25	12.50	10.71	8.87	13.16	11.94	11.88	12.00	10.89	9.40	11.20
Intellectual Stimulation	11.81	11.43	12.36	11.44	10.58	11.90	10.35	9.50	11.50	11.17	11.33	11.00	10.65	10.40	10.70
Variety	11.75	11.84	11.63	12.20	12.50	12.04	9.50	9.00	10.16	10.94	11.00	10.87	9.62	6.60	10.25
Way of Life	12.68	12.37	13.13	13.05	13.00	13.09	11.57	10.00	13.66	13.00	13.11	12.87	10.65	11.40	10.50
Esthetic	9.88	10.15	9.50	9.55	9.58	9.54	7.35	6.87	8.00	9.41	9.77	9.00	9.27	8.20	9.50
Achievement	12.14	12.00	12.36	12.55	12.75	12.45	11.28	10.12	12.83	12.47	12.11	12.87	10.72	10.20	10.83
Economic Returns	11.40	11.46	11.31	12.88	13.00	12.81	10.21	7.62	13.66	11.29	11.33	11.25	10.51	10.40	10.54
Prestige	11.12	11.43	10.68	11.44	11.33	11.50	10.57	8.75	13.00	10.76	10.66	10.87	10.06	9.00	10.29
Security	11.18	11.59	10.59	11.82	11.58	11.95	9.92	8.25	12.16	12.52	11.88	13.25	9.20	8.60	9.33
Associates	10.42	10.56	10.22	10.11	10.75	9.77	9.50	9.06	10.16	10.47	10.33	10.62	9.68	10.00	9.62
Management	9.57	10.25	8.59	10.79	10.66	10.86	9.78	8.00	12.16	9.47	8.88	10.12	9.51	8.80	9.66
Supervisory	11.79	11.62	12.04	12.73	13.00	12.59	10.35	9.00	12.16	11.76	11.66	11.87	9.75	10.40	9.
Surroundings	10.96	11.31	10.45	12.11	12.00	12.18	10.92	9.50	12.83	11.58	11.44	11.75	9.93	11.20	9.

Mean scores circled in red are the lowest mean score shown in that scale.

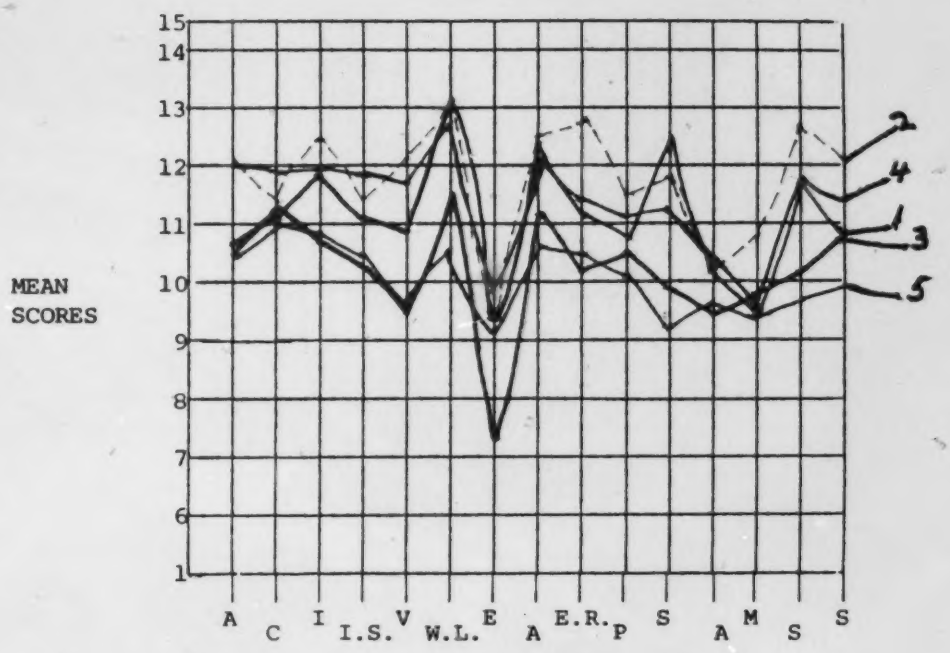
Mean scores circled in green are the highest mean score shown in that scale.

and Management. As depicted in Figure 2, the comparative variations of mean scores of each scale by ethnic groups is quite varied. This is in contrast to the relative lack of variability of mean scores between sexes and the total group in Figure 1. Among ethnic groups, there appears to be differences in the importance of values and the degree of emphasis on those values.

These differences are reflected in the probabilities yielded from the analysis of variance, as presented in Table 7. The complete source tables for each analyses of variance is presented in Appendix C. These probabilities suggest significant differences among ethnic groups in scales (>.01) Variety, Security, and Supervisory, and in scales (>.05) Way of Life, Economic Returns, and Surroundings. Significant results were often caused by the notably lower mean scores of the Oriental-American and Foreign student subjects. For instance, the comparatively low scores of both Oriental-Americans and Foreign students contributed to the low probability scores in these scales: Altruism, Variety, Way of Life, Achievement, Economic Returns, Security, Supervisory, and Esthetic. Generally, Anglo-Americans and Black-Americans had the highest scores in each scale, while Oriental-Americans and Foreign students yielded the lowest scores, with Mexican-Americans in the midrange.

FIGURE 3

MEAN SCORES OF WORK VALUES BY ETHNIC GROUPS



1 Anglo-Americans

2 Black-Americans

3 Oriental-Americans

4 Mexican-Americans

5 Foreign Students

TABLE 7

TABLE OF PROBABILITIES

Work Values	Sex and Ethnic Group	Ethnic Group
Altruism	.457	.189
Creativity	.760	.812
Independence	.102	.209
Intellectual Stimulation	.395	.312
Variety	.002	.001
Way of Life	.043	.018
Esthetic	.273	.066
Achievement	.285	.118
Economic Return	.001	.012
Prestige	.123	.370
Security	.004	.002
Associates	.860	.626
Management	.006	.187
Supervisory	.012	.002
Surroundings	.034	.034

Work Values and Ethnic Group-by-Sex

Question: Are there differences in work values between ethnic groups-by-sex subgroups?

The data indicate there are differences in work values between the ethnic groups-by-sex subgroups thus this question is answered in the affirmative. With this further subgrouping of the original sample, more striking differences in work values become apparent, as based on mean scores. What is also revealed are the particular groups which possess especially high or low mean scores. By studying this more detailed data, it is possible to explain some of the results from the analysis of the groups divided by sexes and ethnic groups. Additionally, more evidence is offered to support or disprove generalizations and trends of these larger groupings.

First of all, the evidence suggests differences in work values when the mean scores of the ethnic groups-by-sex subgroups are ranked (Table 8). For instance, there is not one value scale which has the same ranking across all of the groups. Despite the fact that nine of the groups placed Way of Life first or second, Foreign students males placed it sixth in importance. Variability exists in the work values which have the highest mean scores: Foreign students females--Altruism; Oriental-American females--Creativity; Foreign students males--

TABLE 8

RANKINGS OF WORK VALUES BY ETHNIC GROUP -BY- SEX SUBGROUPS

Work Values	A-A Females	A-A Males	B-A Females	B-A Males	O-A Females	O-A Males	M-A Females	M-A Males	F.S. Females	F.S. Males
Altruism	4	5.5	9.5	5.5	4	11	11	12.5	1	7
Creativity	2	8	14	10.5	1	7	8	11	8.5	1
Independence	6	4	6	4	10	3	4.5	4	10	2
Intellectual Stimulation	10.5	2.5	13	10.5	5.5	12	8	8	5	4
Variety	5	7	5	8	8	13.5	10	9.5	15	9
Way of Life	1	1	2	1	2	1.5	1	2.5	2	6
Esthetic	15	14	15	15	15	15	14	15	14	14
Achievement	3	2.5	4	5.5	3	5.5	2	2.5	7	3
Economic Returns	9	9	2	2	14	1.5	8	7	5	5
Prestige	10.5	10	9.5	12	11	4	12	9.5	11	8
Security	8	11	8	9	12	9	3	1	13	15
Associates	13	13	11	14	8	13.5	13	12.5	8.5	12.5
Supervisory	7	5.5	2	3	8	9	4.5	5	5	12.5
Surroundings	12	12	7	7	5.5	5.5	6	6	3	10.5
RANGE OF SCORES	10.5-12.37	8.59-13.13	9.58-13.00	9.54-13.09	6.87-10.50	8.00-13.66	8.88-13.00	9.00-13.25	6.60-11.80	9.33-11.29

Creativity; Mexican-American males--Security. In contrast, all groups did receive the lowest or second lowest scores in the Esthetic scale. Other generalizations are subject to exceptions from the subgroups.

Another view of the differences in the mean scores can be seen in Table 6. From this table is derived the "highest" of all mean scores given in any particular scale, when comparing the mean scores of all the ethnic groups-by-sex subgroups. Likewise, the "lowest" of all mean scores given in each scale by the groups is shown. As can be seen, Oriental-American females have the lowest mean scores in 13 out of the 15 cases. Consequently, the significant probability ($<.05$) in the Way of Life, Supervisory, and Surroundings scales and the high significant differences ($p < .01$) in the Variety, Economic Returns, and Security, and Management scales (Table 7) can be largely attributable to these very low scores of Oriental-American women, either by themselves or in conjunction with the low scores of Foreign student women.

Intrinsic, Extrinsic, and Concomitant Scales

In order to better understand work values, it is helpful to cluster the values by common factors. In this way differences in work values may perhaps be viewed from

a broader perspective. As modified by Ginzberg's trichotomy of work values, the researcher regrouped the 15 work value scales into three categories; Intrinsic, Extrinsic, and Concomitant values.

Intrinsic	Extrinsic	Concomitant
Altruism	Achievement	Associates
Creativity	Economic Returns	Management
Independence	Prestige	Supervisory
Intellectual Stimulation	Security	Surroundings
Variety		
Way of Life		
Esthetic		

Based on such a grouping, mean scores were computed for the subjects. The results are shown in Table 9. Probability figures are listed in Table 10. These data indicate that:

1. Males have the highest mean score on the Intrinsic scale, while both sexes yielded similar scores in the other scales.

2. In the Intrinsic scales, Oriental-Americans and Foreign students have the lowest scores, while Anglo-Americans and Black-Americans have the highest scores. Oriental-American women and Foreign student women have the lowest scores, while Black-American men gave the highest score.

3. On the Extrinsic scales, Oriental-American and Foreign students again showed the lower scores, with the women of those groups apparently causing the low figure. Conversely, Black-Americans and Mexican-Americans have the highest scores, with the Oriental-American men giving the highest score of all ethnic groups by sex.

4. On the Concomitant category, Foreign students and Oriental-Americans posted the lowest scores, while

TABLE 9

MEAN SCORES OF INTRINSIC, EXTRINSIC, CONCOMITANT VALUES BY SUBGROUP

Values	TOTAL	FEMALES	MALES	Anglo-Amer.	A-A Females	A-A Males	Black-Amer.	B-A Females	B-A Males	Oriental Amer.	O-A Females	O-A Males	Mex.-Amer.	M-A Females	M-A Males	Foreign Students	F Females	F Males
Intrinsic	78.7	77.7	79.4	81.88	81.78	82.04	81.88	78.91	83.50	71.57	64.75	80.66	78.23	79.22	77.12	72.79	67.80	73.83
Extrinsic	45.0	44.4	45.5	45.88	46.53	44.95	48.08	47.00	48.68	42.00	34.75	51.66	47.05	46.00	48.25	40.20	38.20	40.62
Concomitant	42.5	42.8	42.2	42.81	43.81	41.36	45.50	46.50	44.95	40.57	35.50	47.33	43.29	42.33	44.37	38.97	40.00	38.66

Intrinsic scores can range from 21-105
Extrinsic and Concomitant scores can range from 12-60

TABLE 10

PROBABILITIES OF INTRINSIC, EXTRINSIC, CONCOMITANT VALUES

Values	Ethnic Groups	Ethnic Groups -By-Sex
Intrinsic	.129	.049
Extrinsic	.005	.015
Concomitant	.023	.034

Oriental-American females gave the lowest subgroup figure. Mexican-Americans offered the highest and the Black-American females gave the highest subgroup score.

Analysis of Supplementary Data:

Career Choices and Factors Influencing

Those Choices

Work values, as noted in Chapter II, influence career choices since careers which satsify these values are often selected. If indeed work values are a basis for career choices (Super, 1970), can one assume that all groups in this study have comparable liberties in translating those values into career directions and consequently career choices? That is, are there confining limitations on some sex and ethnic groups, which hinder their selection of what they perceive as their first and most attractive career alternative?

It was a supplementary concern of this study to provide data to begin answering such questions. As was discussed in Chapter II, there is preliminary evidence which indicates that some ethnic minority group members and women do not choose their "ideal" career choice, since they feel it is probably unattainable, and therefore, a futile effort. Whether this feeling of futility is caused by societal prejudices or personal assumptions of perceived inadequacies or a combination of both is not easily

determinable. This part of the investigation attempts to gain some insight into whether these groups do face such a predicament and are consequently forced to abandon or compromise their most "ideal" career alternative.

The data presented is structured around the subjects' responses to what they have tentatively decided on as their career selection, called "tentative" career choice; and what career they would like most, if they could choose any, called "ideal" career choice. This information was acquired from the short questionnaire form distributed with the WVI. This data was then analyzed in two ways.

First, the occupations given in the questionnaires were then regrouped into Holland's categories of careers as listed in the "Occupation Finder" (1972), and compiled results are shown in Table 11. From this analysis of the total group is revealed frequent differences in what students pick as their "tentative" and "ideal" career choices. Social occupations received the highest percentage of student choices and Realistic occupations received the lowest percentage of choices, in reference to "tentative" careers. This finding was consistent across the total group and the female and male groups. Variability between the female and male groups. Variability between the female and male groups is revealed in their "ideal" careers.

TABLE 11

TENTATIVE AND IDEAL CAREER CHOICES BY PERCENTAGE AND RANK*

Holland's Categories	Total (N=148) Tentative		Total (N=148) Ideal		Females (N=66) Tentative		Females (N=66) Ideal		Males (N=82) Tentative		Males (N=82) Ideal	
Realistic	1%	(6)	0%	(6)	0%	(6)	0%	(6)	2%	(5.5)	1%	(5.5)
Investigative	17	(4)	23	(1)	15	(3.5)	14	(4)	18	(3)	30	(1)
Artistic	20	(3)	18	(4)	26	(2)	24	(1)	15	(4)	13	(4)
Social	28	(1)	19	(3)	29	(1)	20	(3)	27	(1)	18	(2.5)
Enterprising	21	(2)	20	(2)	15	(3.5)	23	(2)	26	(2)	18	(2.5)
Conventional	4	(5)	1	(5)	6	(5)	2	(5)	2	(5.5)	1	(5.5)
Uncodeable	3		7		6		2		1		2	
No Response	6		11		3		6		9		15	
TOTAL	100%		100%		100%		100%		100%		100%	

*Rank is indicated in parentheses adjacent to the percentage. Choices are based on first area of occupational concentration (See Appendix E).

Here females selected Artistic (24%) and Enterprising (23%) careers most often, while the highest percentage of males (30%) picked Investigative occupations.

Second, so as to determine if the ethnic groups differ in their "tentative" and "ideal" career choices, the data was recompiled, as shown in Table 12. Here the responses were not regrouped in to Holland's categories. Rather, it was merely noted if the individual's picked different occupations when asked to give both "tentative" and "ideal" choices. For instance, 29 out of 54 Anglo-American subjects gave a different "tentative" form "ideal" preference. What is revealed is that the Mexican-Americans and the Anglo-Americans had the highest percentage of the group whose choices differed. They were followed by Foreign students, Oriental-Americans, and Black-Americans respectively.

TABLE 12

TENTATIVE VS. IDEAL CAREER CHOICES BY ETHNIC GROUPS

	N	No. of Different Choices	% Whose Tentative and Ideal Choices Differed
Anglo-Americans	54	29	53%
Black-Americans	34	7	20
Mexican-Americans	17	13	76
Oriental-Americans	14	3	21
Foreign Students	29	9	39

Therefore, the data suggests differences between the groups do occur in reference to what careers they plan to pursue and careers they would most like to pursue. In an attempt to understand why the subjects make the career decisions they do, they were asked to indicate who or what most influenced their choice. In this way efforts are made to see some of the underlying mechanisms which affect career preferences. Factors influencing such selections are listed in Table 13. There is strong evidence to suggest that school and school experiences are often the most influential factors with the group as a whole. Males noted school and work experiences as most important, followed by family and peers; and they saw teachers as least important. Females perceived school experiences as most important, followed by friends and family; and they saw work experiences and teachers as least influential. Therefore, there are both similarities and differences with the total group, the females and males. Although both by-sex groups see teachers as least influential, females also see work experiences as not influential while males perceive work experiences as most influential.

The conclusions drawn from these data will be presented in Chapter V as will be a discussion of these conclusions and their implications for further research,

counseling and career decision making. Further some limitations of the investigation will be presented so that a realistic interpretation of the findings of this investigation can be made.

TABLE 13

CAREER INFLUENCES

Influences	Total N	Total %	Females N	Females %	Males N	Males %
Family & Peers	24	16	9	14	15	18
Friends & Peers	18	12	11	17	7	9
Teachers	10	7	6	9	4	5
School & School Experiences	39	26	17	26	22	27
Work Experiences	23	16	4	6	19	23
Other	23	16	13	20	10	12
Myself	11	7	6	9	5	6
TOTAL	148	100%	66	100%	82	100%

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Restatement of Purpose

This investigation attempted to assess the work values by sex, ethnic groups and ethnic groups by sex subgroups of University of Texas students. It sought to differentiate between the priorities of values in work; work values being those needs which motivate man to work.

By using the Work Values Inventory, 15 work value scales were analyzed for each subgroup identified from a total of 48 subjects. Descriptive analyses and an analysis of variance yielded mean scores, standard deviations, and probability figures.

Conclusions of Data

The data analysis was aimed at answering the questions of the investigation: are there any differences in work values by sexes, ethnic groups, or ethnic groups by sexes?

Conclusions derived from the data areas follow:

1. The total group of University students emphasize values related to Way of Life, Achievement, Independence, Creativity, Economic Returns,

Altruism and Supervisory concerns, while ranking Prestige, Associates, Management, and Esthetic values as least important. Midrange values consist of Intellectual Stimulation, Variety, Surroundings, and Security.

Question: Are there differences in work values by sex?

2. Based on the data, differences and similarities do exist between the work values of men and women subjects.

   a. Both sexes place Way of Life and Achievement highest, while deemphasizing values concerned with Associates, Management and Esthetic.

   b. Females tend to stress the importance of Altruism and Supervisory Relationships, while males value Independence, Economic Returns, and Intellectual Stimulation more than females.

   c. Although both sexes have the same highest priorities and the same lowest priorities in work values, the ordering of remaining values is different. For instance, females place Surroundings higher and Intellectual Stimulation lower than the male group.

Question: Are there differences in work values by ethnic groups?

3. Based on the data, differences and similarities of work values do occur among the ethnic groups studied.

   a. American born groups place Way of Life as the highest value. Foreign students give Creativity the upper most mean score.

   b. All groups place the Esthetic, Associates, and Management values among the bottom 5, work values.

   c. Anglo-Americans emphasize Way of Life, Achievement, Altruism, and Independence.

d. Black-Americans emphasize Way of Life, Economic Returns, Supervisory and Achievement values, and in that order.

e. Mexican-Americans emphasize Way of Life, Security, Achievement, and Independence in that order.

f. Oriental-Americans emphasize Way of Life, Creativity, Achievement, Surroundings in that order.

g. Foreign students emphasize Creativity, Independence, Achievement, Way of Life, and Intellectual Stimulation.

h. Black-Americans have the highest mean scores in ten of the fifteen scales, Anglo-Americans in three scales, and Mexican-Americans in two scales. This indicates that these groups place a higher degree of importance on respective values, as compared to the other groups.

i. All groups emphasize Achievement.

Question: Are there differences in work values by ethnic groups-by-sex subgroups?

4. As based on the data, differences and similarities do exist between ethnic groups by sex subgroupings.

   a. Anglo-American females value Way of Life most and Esthetic least.

   b. Anglo-American males value Intellectual Stimulation and Management least.

   c. Black-American females value Way of Life, Economic Returns, and Supervisory concerns most and Esthetic least.

   d. Black-American males value Way of Life most and Esthetic least.

   e. Oriental-American females value Creativity most and Esthetic least.

f. Oriental-American males value Way of Life most and Esthetic least.

g. Mexican-American females value Way of Life most and Management least.

h. Mexican-American males value Security most and Esthetic least.

i. Foreign student females value Altruism most and Esthetic least.

j. Foreign student males value Creativity most and Security least.

k. There is great variability between the range of the "highest" mean score given by each group. For instance, Oriental-American males place a great deal of importance on their highest priority value, Way of Life (mean score = 13.66). This is especially evident in comparison with Oriental-American females, who apparently place much less importance on their highest priority work value. Creativity (mean score = 10.50).

l. Judging from the consistently low mean scores in all scales, Oriental-American women seem to perceive values in work as generally less important than other groups.

m. Males and Black-American females consistently have higher values score, thus indicating more emphasis on value in work in general.

5. Based on the data, differences and similarities do occur in Intrinsic, Extrinsic, and Concomitant Work Values among the sexes, ethnic groups, and ethnic group-sex subgroups.

a. Males place more emphasis on Intrinsiv values. Males and females value Extrinsic and Concomitant concerns similarly.

b. Anglo-Americans and Black-Americans ranked Intrinsic values higher than Foreign students and Oriental-Americans. Mexican-American scores fall midway.

c. Black-Americans ranked Extrinsic and Concomitant values higher than all other groups, followed by Mexican-Americans, Anglo-Americans, Oriental-Americans, and Foreign students respectively.

6. Based on the data, differences and similarities do occur in "tentative" and "ideal" career choices and the factors influencing these choices, among the groups considered.

   a. More females selected Social and Artistic "tentative" careers and Artistic and Enterprising "ideal" careers.

   b. More males selected Social and Enterprising "tentative" careers and Investigate "ideal" careers.

   c. Mexican-Americans and Anglo-Americans had the highest percentage of differences between "tentative" and "ideal" career choices.

   d. Black-Americans and Oriental-Americans had the smallest percentage of career choice differences.

   e. Females saw school experiences as most influential in making their career choices.

   f. Males saw school and work experiences as most important and teachers as least influential in making their career choices.

   g. These conclusions can be interpreted in several ways. It can be deduced that some groups differentiate between "ideal" and "tentative" career choices, and have incorporated that differentiation into their decision-making process such that they accept and assume that there is a feasible group of choices, "tentative," and an unfeasible group of choices, "ideal." It may be inferred that Mexican-Americans and Anglo-Americans base their decisions on such a realistic acceptance of their limited alternatives. On the other hand, it may be suggested that Black-Americans, Oriental-Americans, and

> Foreign students feel less restricted by such external, realism forces, and thus their perception of possible career choices may be more encompassing, resulting in little differentiation between their "tentative" and "ideal" choices.

Limitations of the Study

It is this researcher's feeling that the primary limitation of the study is the restricted number of subjects in each group under investigation. Consequently, conclusions based on the data should be cautiously generalized to the large ethnic groups or ethnic groups by sex populations. This conservatism toward generalization and application may be especially appropriate for the Oriental-American and Mexican-American samples. However, efforts were made to select random representatives of each group.

Discussion of the Conclusions

It appears that the different sexes, the different ethnic groups, and the different ethnic groups-by-sex subgroups do possess varied work value orientations. Evidence indicates that not only do these groups rank values differently, but the degree of emphasis on their most important value, least important value, and so on, is also significantly diverse.

Overall, students in this investigation see Way of Life as the most important value in work. One can extrapolate from this that what is most prominent in their minds

is if their work and career would lead to and allow them to live in their preferred lifestyle. Of the next top values, four are intrinsically satisfying--Achievement, Independence, Creativity, and Altruism. This is consistent with Gottlieb's findings (1973) that students stress individuality and altruism. Contrary to Gottlieb is the conclusion that students do, however, emphasize Economic Returns. Generally, then, students want to be able to do work which is intrinsically satisfying and beneficial to society if that also means they can still maintain a desired lifestyle. And, of course, the luxury of being able to determine one's way of life requires some money. Apparently the Esthetic value is perceived as being satisfied in avocational activities.

Moving now to differences between the sexes suggests a further clarification of work value priorities. Both males and females maintain the same top and bottom values, Way of Life and Esthetic. As a matter of fact, the trends of work values of both groups are similar (Figure 1). However, females tend to stress values related to others and benefiting society, while males place individual and personal concerns higher. This differentiation is not as pronounced and significant as in past research (Singer & Stefflre, 1954), thus supporting the hypothesis that perhaps women are beginning to adhere less to the

"female-associated" values--values which may be more reflective of societal influence than personal assessment. This potential shift is supported by the data on "tentative" and "ideal" career choices where most women selected Social occupations, followed by Artistic careers as "tentative" preferences. However, top categories change in "ideal" careers to Artistic, Enterprising, and Social, in that order. As women are progressively being encouraged to pursue "male-dominated" occupational areas, and vice-versa, it seems inevitable that the sex-based distinctions drawn between work values and career options will grow more blurry.

It is, though, more difficult to predict how work values of different ethnic groups will be altered. Except for some general consistency in top and bottom groups of values, ethnic groups varied considerably. For instance, all groups placed Way of Life, Achievement, and Independence in their top five work values. It may be deduced that all groups are achievement-oriented, but again they want their career goals to be consistent with a desired way of life. All these higher group values seem indicative of the person's need to express his individuality and the importance of having control over what, where, and how one does things. Extrinsic concerns are often less prominent. Esthetic is again tabled for non-career activities.

As opposed to similarities, the inconsistencies among the groups cannot be easily clustered, nor does it seen necessary to do so. What does seem relevant is to assess what work values are different for what group and how these differences may affect the career development process. Also significant is trying to explain the causes and reasons for the work value profiles of each group, and then discussing how or if they can or should be modified. For instance, Black-Americans value Creativity considerably less and Economic Returns considerably more than all other groups. Perhaps that is explainable in a cultural context, knowing that many Black-Americans may perceive money as a means for establishing their social-economic credibility. While Economic Returns is a necessity, the opportunity for Creativity in a work setting, is still an unaffordable luxury. And because years of experience have taught the Black-American that some values are not possibly pursued in a work environment, then they have effectively incorporated those presumptions in their value systems. Another example is Mexican-Americans valuing Security, second only to Way of Life. It is useful then to ask if this is explainable in terms of their particular culture and background. Would this need for Security restrict an exploration of more risky, less stable occupational fields? The data that revealed that 76% of

the Mexican-Americans in this sample differed in their "tentative" and "ideal" career choices lends some support to the hypothesis that they pick more stable, potentially secure careers. These kinds of questions are illustrative of possible underlying factors and mechanisms which contribute to both the development of work values and the resulting consequences as manifested in career choices.

Another variable to consider in trying to understand subcultures is the degree to which the groups stress work values in general. As based on the conclusions, and Table 7, Oriental-Americans consistently had lower mean scores on all scales. From this, one can say that Oriental-Americans demand less from their work, at least concerning values discussed. Whereas, Black-Americans demand more satisfaction of their values in work and attach more importance to them.

What values ethnic groups-by-sex subgroups place in higher priorities is traceable. Not only do different ethnic groups possess different values, but the men and women of these cultures also display varied work values profiles. When the composite work values of all female groups is described, it tends to resemble the composite work values of all male groups. However, it later becomes apparent that the women of a subculture have distinctive work values, as compared to other women of other groups as

well as to other men. A striking example is Oriental-American women. There scores indicate a vivid contrast between the scores of Oriental-American men, not only in rankings of values but in the mean scores attached to the values. For example, Oriental men value Way of Life most and yield a mean score of 13.66. Oriental women value Creativity most and yield a mean score of 10.50. On the other hand, there are fewer and less dramatic differences between the work values of the male and female Anglo-American, Black-American, and Mexican-American groups.

Implications

Vhat do these findings mean in terms of other research on work values and how can th analyzed conclusions be translated in terms of the needs of University men and women and of all ethnic groups? Since work values are based on intrinsic motivations to work (Super, 1970); then insight can be gained from work values on what individuals, particularly the individuals focused on in this study, perceive as the reasons for their career choices. Since such value factors often serve as one of the most important variables in vocational decisions, an understanding of them leads to a better understanding of the present

and future career directions of the men and women of different ethnic groups.

Student personnel and career counseling professionals may find an understanding of these differences in work values useful in assisting students tc assess their career alternatives in terms of satisfying their needs. By not assuming that all ethnic groups and sexes abide by the same values of work, counselors can become more atuned to the unique value profiles of each group and each individual.

In this way, the differences and diversity inherent in ethnic groups can be utilized as tools for the clarificationof the individual's self-concept and its relation to the world of work. Differences between the work values of other ethnic groups and Anglo-Americans give some insight into possible contradictory "presses" of biculturality. If work values are directly related to motivation, then one can deduce that not only are the work values of the groups different, but the motivation work and pursue particular careers is likewise in contrast and possibly in conflict with most Anglo-Americans and the larger American society. From this conflict must come a compromise where some cultural values are maintained while assimilating other values of the larger society necessary for economic and social survival. For some groups, this process has continued

until virtually complete assimilation has occurred and similarities are more apparent.

Equally notable are corresponding similarities in work values between the groups. With the present focus on programs for minority ethnic groups on college campuses, counselors may be mistakenly emphasizing a "missionary" approach in working with students from varied cultural backgrounds. This philosophy may motivate such professionals to accentuate what they perceive as differences or to attempt to convert what they see as incompatible work values so they are consistent with the students' tentative career choices.

Therefore, this data may potentially be utilized to acquaint students and those working with students with the existence of work value similarities and differences. Hopefully then, this familiarity would produce a new awareness and sensitivity in integrating the work values and career process and planning of different ethnic groups and of both men and women.

Call for Further Research

In dealing with the career development process, value assessment plays an integral part in the individual's analysis of himself or herself. Because college students, and especially different ethnic groups of both sexes, are

progressively being exposed and encouraged to explore new career alternatives, it seems essential for them to refer to a work value basis in screening such information in terms of value priorities.

Consequently, more research is needed in order to substantiate what work values different groups possess and to measure modifications in work value changes over time. The main limitation of this investigation was the relatively small number of subjects and the resulting limited generalizations.

However, this investigation was intended only to begin answering the questions under study. If it has served as suggestive for further research or has introduced some additional awareness of the work values of women, men, Anglo-Americans, Black-Americans, Oriental-Americans, Mexican-Americans, or Foreign students of both sexes--it has more than fulfilled its intended purpose.

APPENDIX A

WORK VALUES INVENTORY

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in thier jobs or as a result of their jobs. They are not all considered equally important, some are very important to some people but of little importance to tohers. Read each statement carefully and indicate how important it is for you.

5 means "Very Important"
4 means "Important"
3 means "Moderately Important"
2 means "Of Little Importance"
1 means "Unimportant"

(Circle the appropriate number by each item to show your rating of the statement.)

Work

1.	. . . have to keep solving new problems.	1 2 3 4 5
2.	. . . help others.	
3.	. . . can get a raise.	1 2 3 4 5
4.	. . . look forward to changes in your job.	1 2 3 4 5
5.	. . . have freedom in your own area.	1 2 3 4 5
6.	. . . gain prestige in your field.	1 2 3 4 5
7.	. . . need to have artistic ability.	1 2 3 4 5
8.	. . . are one of the gang.	1 2 3 4 5
9.	. . . know your job will last.	1 2 3 4 5

10.	. . . can be the kind of person you would like to be.	1	2	3	4	5
11.	. . . have a boss who gives you a square deal.	1	2	3	4	5
12.	. . . like the setting in which your job is done.	1	2	3	4	5
13.	. . . get the feeling of having done a good day's work.	1	2	3	4	5
14.	. . . have authority over others.	1	2	3	4	5
15.	. . . try out new ideas and suggestions.	1	2	3	4	5
16.	. . . create something new.	1	2	3	4	5
17.	. . . know by the results when you've done a good job.	1	2	3	4	5
18.	. . . have a boss who is reasonable.	1	2	3	4	5
19.	. . . are sure of always having a job.	1	2	3	4	5
20.	. . . add beauty to the world.	1	2	3	4	5
21.	. . . make your own decisions.	1	2	3	4	5
22.	. . . have pay increases that keep up with the cost of living.	1	2	3	4	5
23.	. . . are mentally challenged.	1	2	3	4	5
24.	. . . use leadership abilities.	1	2	3	4	5
25.	. . . have adequate lounge, toilet and other facilities.	1	2	3	4	5
26.	. . . have a way of life, while not on the job, that you like.	1	2	3	4	5
27.	. . . form friendships with your fellow employees.	1	2	3	4	5
28.	. . . know that others consider your work important.	1	2	3	4	5

29.	. . . do not do the same thing all the time.	1	2	3	4	5
30.	. . . feel you have helped another person.	1	2	3	4	5
31.	. . . add to the well-being of other people.	1	2	3	4	5
32.	. . . do many different things.	1	2	3	4	5
33.	. . . are looked up to by others.	1	2	3	4	5
34.	. . . have good contacts with fellow workers.	1	2	3	4	5
35.	. . . lead the kind of life you most enjoy.	1	2	3	4	5
36.	. . . have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	1	2	3	4	5
37.	. . . plan and organize the work of others.	1	2	3	4	5
38.	. . . need to be mentally alert.	1	2	3	4	5
39.	. . . are paid enough to live right.	1	2	3	4	5
40.	. . . are your own boss.	1	2	3	4	5
41.	. . . make attractive products.	1	2	3	4	5
42.	. . . are sure of another job in the company if your present job ends.	1	2	3	4	5
43.	. . . have a supervisor who is considerate.	1	2	3	4	5
44.	. . . see the results of your efforts.	1	2	3	4	5
45.	. . . contribute new ideas.					

Now please check to be sure that you rated every statement.

APPENDIX B

SHORT QUESTIONNAIRE FORM

PLEASE A CHECK IN THE APPROPRIATE BLANKS:

1. Sex:
   _____ Female
   _____ Male

2. Age:
   _____

3. Classification:
   _____ Freshman
   _____ Sophomore
   _____ Junior
   _____ Senior
   _____ Graduate
   _____ Other_____

4. Marital Status:
   _____ Single
   _____ Married
   _____ Other _____

5. Major: _____

6. Ethnic Background:
   _____ Anglo-American
   _____ Black-American
   _____ Mexican-American
   _____ Oriental-American
   ___ Chinese-American
   ___ Japanese-American
   _____ American Other_____
   _____ Foreign Student
   ___ Iran
   ___ China
   ___ Mexico
   ___ Taiwan or Hong Kong
   ___ Other Country_____

7. I have lived in the United States for:
   _____ years and _____ months
   _____ I was born in the United States
   _____ My parents were born in the United States
   _____ My grandparents were born in the United States.

8. What is your tentative career goal?_____

9. Do you see your education as a direct means of implementing your career goal?

10. What or who most influenced your career choice?
    _____ family and parents
    _____ friends and peers
    _____ teachers
    _____ school and school experiences
    _____ work experiences
    _____ other _____

11. If you could choose any career, what would you select (based only on what you would like most)?

_____

APPENDIX C

ANALYSES OF VARIANCE FOR VALUES BY ETHNIC GROUPS

Altruism

Source	MS	D.F.	F	P
Total	10.95	147		
Group	16.74	4	1.55	.189
Error	10.79	143		

Way of Life

Source	MS	D.F.	F	P
Total	10.55	147		
Group	30.45	4	3.04	.018
Error	9.99	143		

Creativity

Source	MS	D.F.	F	P
Total	10.71	147		
Group	4.32	4	.39	.812
Error	10.89	143		

Esthetic

Source	MS	D.F.	F	P
Total	8.36	147		
Group	18.15	4	2.24	.066
Error	8.08	143		

Independence

Source	MS	D.F.	F	P
Total	9.24	147		
Group	13.51	4	1.48	.209
Error	9.12	143		

Achievement

Source	MS	D.F.	F	P
Total	9.27	147		
Group	17.23	4	1.90	.111
Error	9.04	143		

Intellectual Stimulation

Source	MS	D.F.	F	P
Total	8.31	147		
Group	9.93	4	1.20	.312
Error	8.27	143		

Economic Returns

Source	MS	D.F.	F	P
Total	9.35	147		
Group	29.21	4	3.32	.012
Error	8.79	143		

Variety

Source	MS	D.F.	F	P
Total	9.91	147		
Group	41.14	4	4.95	.001
Error	8.29	143		

Prestige

Source	MS	D.F.	F	P
Total	8.06	147		
Group	8.66	4	1.07	.370
Error	8.04	143		

Security

Source	MS	DF	F	P
Total	10.89	147		
Group	43.48	4	4.35	.002
Error	9.97	143		

Associates

Source	MS	DF	F	P
Total	6.75	147		
Group	4.47	4	.65	.626
Error	6.81	143		

Management

Source	MS	DF	F	P
Total	6.53	147		
Group	10.03	4	1.55	.187
Error	6.43	143		

Supervisory

Source	MS	DF	F	P
Total	10.03	147		
Group	40.98	4	4.47	.002
Error	9.16	143		

Surroundings

Source	MS	DF	F	P
Total	7.86	147		
Group	20.27	4	2.66	.034
Error	7.52	143		

ANALYSES OF VARIANCE FOR VALUES
BY ETHNIC GROUPS BY SEX

Altruism

Source	MS	DF	F	P
Total	10.95	147		
Group	10.77	9	.98	.457
Error	10.96	138		

Way of Life

Source	MS	DF	F	P
Total	10.55	147		
Group	19.90	9	2.00	.043
Error	9.94	138		

Creativity

Source	MS	DF	F	P
Total	10.71	147		
Group	7.03	9	.64	.760
Error	10.95	138		

Esthetic

Source	MS	DF	F	P
Total	8.36	147		
Group	10.23	9	1.24	.273
Error	8.24	138		

Independence

Source	MS	DF	F	P
Total	9.24	147		
Group	14.78	9	1.66	.102
Error	8.88	138		

Achievement

Source	MS	DF	F	P
Total	9.27	147		
Group	11.18	9	1.22	.285
Error	9.14	138		

Intellectual Stimulation

Source	MS	DF	F	P
Total	8.31	147		
Group	8.79	9	1.06	.395
Error	8.28	138		

Economic Returns

Source	MS	DF	F	P
Total	9.35	147		
Group	26.96	9	3.28	.001
Error	8.20	138		

Variety

Source	MS	DF	F	P
Total	9.19	147		
Group	25.18	9	3.09	.002
Error	8.14	138		

Prestige

Source	MS	DF	F	P
Total	8.06	147		
Group	12.37	9	1.58	.123
Error	7.78	138		

Security

Source	MS	DF	F	P
Total	10.89	147		
Group	27.86	9	2.84	.004
Error	9.78	138		

Associates

Source	MS	DF	F	P
Total	6.75	147		
Group	3.59	9	.51	.860
Error	6.97	138		

Management

Source	MS	DF	F	P
Total	6.53	147		
Group	16.15	9	2.73	.006
Error	5.90	138		

Supervisory

Source	MS	DF	F	P
Total	10.03	147		
Group	22.73	9	2.46	.012
Error	9.20	138		

Surroundings

Source	MS	DF	F	P
Total	7.86	147		
Group	15.37	9	2.08	.034
Error	7.37	138		

ANOVA of Values: Intrinsic, Extrinsic, Concomitant

Ethnic Groups By Sex					Ethnic Groups				
Intrinsic					**Intrinsic**				
Source	M.S.	D.F.	F	P	Source	M.S.	D.F.	F	P
Total	279.74	147			Total	279.74	147		
Group	424.69	9	1.57	.129	Group	655.09	4	2.43	.049
Error	270.29	136			Error	269.24	143		
Extrinsic					**Extrinsic**				
Source	M.S.	D.F.	F	P	Source	M.S.	D.F.	F	P
Total	102.68	147			Total	102.68	147		
Group	256.91	9	2.77	.005	Group	307.72	4	3.17	.015
Error	92.62	138			Error	96.94	143		
Concomitant					**Concomitant**				
Source	M.S.	D.F.	F	P	Source	M.S.	D.F.	F	P
Total	72.06	147			Total	72.06	147		
Group	149.25	9	2.22	.023	Group	184.09	4	2.67	.034
Error	67.02	138			Error	68.92	143		

APPENDIX D

WORK VALUES

Item Number	Total		Females		Males	
	Mean	SD	Mean	SD	Mean	SD
1	3.71	1.05	3.59	1.08	3.81	1.02
2	3.79	1.22	3.80	1.30	3.79	1.15
3	3.57	1.28	3.56	1.30	3.58	1.26
4	3.58	1.20	3.63	1.17	3.53	1.23
5	4.18	1.21	4.09	1.36	4.26	1.05
6	3.73	1.21	3.56	1.29	3.87	1.11
7	3.04	1.30	3.03	1.35	3.06	1.25
8	2.50	1.30	2.69	1.31	2.35	1.27
9	3.71	1.23	3.60	1.30	3.80	1.16
10	4.08	1.29	4.01	1.44	4.14	1.15
11	3.83	1.24	3.83	1.30	3.82	1.18
12	3.91	1.21	3.93	1.36	3.89	1.08
13	3.94	1.14	3.89	1.30	3.98	.99
14	2.93	1.17	2.96	1.08	2.90	1.24
15	3.79	1.12	3.74	1.20	3.84	1.04
16	3.75	1.24	3.75	1.29	3.74	1.20
17	4.10	1.13	4.06	1.30	4.14	.97
18	3.93	1.23	3.89	1.29	3.97	1.17
19	3.70	1.29	3.63	1.27	3.75	1.31
20	3.39	1.22	3.43	1.24	3.35	1.21
21	4.04	1.09	3.98	1.22	4.09	.98
22	3.93	1.12	3.89	1.19	3.97	1.07
23	3.81	1.17	3.77	1.20	3.84	1.14
24	3.66	1.15	3.50	1.14	3.80	1.14
25	3.50	1.10	3.60	1.12	3.41	1.08
26	4.11	1.20	4.09	1.33	4.13	1.09
27	3.85	1.18	3.86	1.30	3.84	1.08
28	3.68	1.18	3.72	1.18	3.65	1.18
29	3.82	1.20	3.77	1.32	3.86	1.10
30	3.85	1.19	3.81	1.31	3.87	1.09
31	3.81	1.20	3.81	1.31	3.81	1.10
32	3.68	1.10	3.69	1.12	3.68	1.08
33	3.50	1.11	3.60	1.07	3.41	1.13
34	3.70	1.13	3.68	1.26	3.73	1.01
35	4.07	1.19	4.07	1.34	4.07	1.05
36	3.70	1.18	3.68	1.30	3.71	1.08
37	3.16	1.05	3.13	1.04	3.19	1.06

Item Number	Total		Females		Males	
	Mean	SD	Mean	SD	Mean	SD
38	3.77	1.13	3.65	1.19	3.87	1.06
39	3.89	1.16	3.71	1.31	4.04	1.01
40	3.49	1.17	3.25	1.17	3.68	1.14
41	2.95	1.32	3.03	1.34	2.90	1.30
42	3.50	1.26	3.56	1.23	3.45	1.27
43	3.77	1.49	3.78	1.18	3.76	1.11
44	3.97	1.18	3.95	1.33	3.98	1.05
45	3.89	1.22	3.87	1.35	3.91	1.11

APPENDIX E

IDEAL CAREER CHOICES
SECOND AREA OF OCCUPATIONAL CONCENTRATION

Holland's Occupational Categories	Total		Females		Males	
	N	%	N	%	N	%
Realistic	14	9	1	2	13	16
Investigative	36	24	17	26	19	23
Artistic	22	15	15	23	7	9
Social	32	22	10	15	22	27
Enterprising	12	8	7	11	5	6
Conventional	6	4	4	6	2	2
Uncodeable	10	7	8	12	2	2
No Response	16	11	4	6	12	15
TOTAL	148	100%	66	100%	82	100%

IDEAL CAREER CHOICES
THIRD AREA OF OCCUPATIONAL CONCENTRATION

Holland's Occupational Categories	Total		Females		Males	
	N	%	N	%	N	%
Realistic	12	8	5	8	7	9
Investigative	15	10	10	15	5	6
Artistic	27	18	10	15	17	21
Social	37	25	22	33	15	18
Enterprising	14	9	2	3	12	15
Conventional	17	11	5	8	12	15
Uncodeable	10	7	8	12	2	2
No Response	16	11	4	6	12	15
TOTAL	148	100%	66	100%	82	100%

TENTATIVE CAREER CHOICES
SECOND AREA OF OCCUPATIONAL CONCENTRATION

Holland's Occupational Categories	Total N	Total %	Females N	Females %	Males N	Males %
Realistic	9	6	2	3	7	9
Investigative	49	33	21	32	28	34
Artistic	22	15	11	17	11	13
Social	30	20	11	17	19	23
Enterprising	17	11	9	14	8	10
Conventional	7	5	6	9	1	1
Uncodeable	5	3	4	6	1	1
No Response	9	6	2	3	7	9
TOTAL	148	100%	66	100%	82	100%

TENTATIVE CAREER CHOICES
THIRD AREA OF OCCUPATIONAL CONCENTRATION

Holland's Occupational Categories	Total N	Total %	Females N	Females %	Males N	Males %
Realistic	7	5	2	3	5	6
Investigative	19	13	15	23	4	5
Artistic	34	23	11	17	23	28
Social	47	32	25	38	22	27
Enterprising	12	8	4	6	8	10
Conventional	15	10	3	5	12	15
Uncodeable	5	3	4	6	1	1
No Response	9	6	2	3	7	9
TOTAL	148	100%	66	100%	82	100%

BIBLIOGRAPHY

Allport, G. W., Vernon, P. E. Lindzey, G. Manual: Study of Values. (3rd ed.) Boston: Houghton-Mifflin, 1970.

Astin, A. W., Nichols, R. C. "Life goals and vocational choice," Journal of Applied Psychology, 48, 1964, 50-58.

Beilin, H. "Comment: 'Life values and work values," Journal of Counseling Psychology, 10, 4, 1963, 366-367.

Bem, D. Beliefs, Attitudes, and Human Affairs. Belmont, Calif.: Brooks/Cole Publishing Co., 1970.

Berdie, R. "Factors associated with vocational interests." Journal of Educational Pyschology, 34, 1953, 257-277.

Berry, M. A Profile of U T Austin Students. Office of the Vice President for Student Affairs, University of Texas at Austin, February, 1973.

Brody, E. Minority Group Adolescents in the United States. Baltimore: Williams & Wilkins, 1968.

Calvert, R. Equal Employment Opportunity for Minority Group College Graduates: Locating Recruiting, Employing.

Centers, R., Bugental, D. "Intrinsic and extrinsic job motivations among different segments of the working population," Journal of Applied Psychology, 50, 3, June 1966, 193-197.

Centers, R. The Psychology of Social Classes. New Jersey: Princeton University Press, 1949.

Cronbach, L. J., Gleser, G. Psychological Tests and Personnel Decisions. (2nd ed), Urbana, Illinois: University of Illinois Press, 1965.

Davenport, L., Petty, R. Minorities and Career Education. ECCA Public ed., Columbus, Ohio: House of Haynes-worth, Jan., 1973.

Dickinson, C. "Ratings of job factors by those choosing various occupational groups," Journal of Counseling Psychology, 1, 1954, 188-189.

Dipboye, W. F. "The ordering of occupational values by high school freshmen and seniors," Personnel and Guidance Journal, 38, 1959, 121-124.

Dunphy, P., Austin, S., McEneaney, T. Career Development for the College Student. Cranston, R. I.: Carroll Press, 1973.

Eddy, J. "Factors and guidelines in foreign student guidance," College Student Personnel, 13, May, 1972, 252.

Erickson, E. H., Childhood and Society. New York: Norton Press, 1950.

Eyde, L. Work Values and Background Factors as Predictive of Women's Desire to Work. Unpublished doctoral dissertation. Ohio State University, 1961.

Friendlander, F. "Comparative work value systems," Personnel Psychology, 18, 1965, 1-20.

Fries, J. "At U. T.: Tight cash alters freshmen views," Austin-Statesman, Setp. 24, 1973, 1.

Fries, J. "On U. T. campus: Foreign students find new experiences here," Austin-Statesman, Oct. 12, 1973, 16.

Ginzberg, E. "Toward a theory of occupational choice: A restatement," The Vocational Guidance Quarterly, 20, March, 1972, 169-176.

Ginzberg, E. Values and Ideals of American Youth. New York: Columbia University Press, 1961.

Ginzberg, E., Ginzberg, S. W., Axelrad, S., Herma, J. L. Occupational Choice. New York: Columbia University Press, 1951.

Goodwin, L. "Poor people and public policy," Vocational Guidance Quarterly, 21, March, 1973, 191-198.

Gottlieb, D. Youth and the Meaning of Work. Study report under the Manpower Administration. National Technical Information Service, Springfield, Va.

Harris, L. "The work ethic on campus," Manpower, Aug., 1973, 2-7.

Hammond, M. "Motives related to vocational choices of college freshmen," Journal of Counseling Psychology, 3, 1956, 257-261.

Hawley, P. "What women think men think: Does it affect their career choice?" Journal of Counseling Psychology, 18, 3, 1971, 193-199.

Hendrix, V., Super, D. "Factor dimensions and reliability of the work values inventory," Vocational Guidance Quarterly, 17, June, 1968, 269-274.

Herr, E. Decision Making and Vocational Development. Guidance Monograph Series. 1970.

Ho, Man Keung, "Cross-cultural career counseling," Vocational Guidance Quarterly, 21, 1973, 186-190.

Holland, J. L. The Self Directed Search: The Occupations Finder. Palo Alto, Calif.: Consulting Psychologists Press, 1972.

Inlow, G. Values in Transition: A Handbook. New York: John Wiley & Sons, 1972.

Kagiwada, G., Fujimoto, I. "Asian-American studies: Implications for education," Personnel and Guidance Journal, 51, 1973, 400-405.

Kinnane, J. F., Bannon, M. M. "Perceived parental influence and work-value orientations," The Personnel and Guidance Journal, XLIII, 3, Nov. 1964, 273-279.

Kinnane, J. F., Gaubinger, J. R. "Life values and work values," Journal of Counseling Psychology, 10, 4, 1963, 362-366.

Kinnane, J. F., Pablo, M. "Family background and work value orientations," Journal of Counseling Psychology, 9, 4, 1962, 320-325.

Kluckhohn, F., Strodtbeck, F. Variations in Value Orientations. Evanston, Ill.: Row-Peterson, 1961.

Kluckhohn, F. "Dominant and variant value orientations," in C. Kluckhohn H. Murray (eds.) Personality in Nature, Society, and Culture (2nd ed.). New York: Alfred A. Knopf, 1953, 342-357.

Laurentz, L. "1973 Survey Results: UT Student Information Released," Daily Texan, Oct. 22, 1973, 1.

Lewis, E. Developing Women's Potential.

Loh, J. "Ethnic Pride Showing," Austin-Statesman, Sept. 2, 1973, 8-9.

Miller, C. "Age differences in occupational values of men," Journal of Counseling Psychology, 1, 1954, 190-192.

O'Connor, J. P., Kinnane, J. F. "A factor analysis of work values," Journal of Counseling Psychology, 8, 1961, 263-267.

Olive, Lois. "Relationship of values to the perception of activities involved in an occupation," Journal of Counseling Psychology, 11, 3, 1964, 262-264.

Osipow, S. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.

Pallone, N. J., Richard, F. S., Hurley, & B., Tirman, R. J. "Work values and self-meaning," Journal of Counseling Psychology, 1970, 17, 4, 376-377.

Richards, J. M. "Life goals of American college freshman," Journal of Counseling Psychology, 13, 1966, 12-20.

Roe, A. "Early determinants of vocational choice," Journal of Counseling Psychology, 19, 1972, 436-440.

Rosenberg, M. Occupations and Values. Glencoe, Ill.: Free Press, 1957.

Ryan, T. "School cooling as 'practicality' comes to campus," Austin-Statesman, Oct. 14, 1973, B5.

Sikes, M., Meacham, P. Black Professionals in Predominantly White Institutions of Higher Education: Directory, 1972. Hogg Foundation for Mental Health, 1973.

Simpson, R. L., Simpson, I. "Values, personal influences, and occupational choice," Social Forces, 39, 1960, 116-125.

Singer, S., Stefflre, B. "Sex differences in job values and desires," Personnel and Guidance Journal, 32, April, 1954, 483-484.

Singer, S., Stefflre, B. "The relationship of job values and desires to vocational aspirationsof adolescents," Journal of Applied Psychology, 38, 6, 1954, 419-422.

Springthall, N. A. "Work values and academic achievement," Vocational Guidance Quarterly, 15, 1966, 52-56.

Steimel, R. J., Suziedelis, A. "Perceived parental influence and inventories interests," Journal of counseling Psychology, 10, 3, 1963, 289-295.

Super, D. Manual: Work Values Inventory. (4th ed.) Boston: Houghton-Mifflin, 1970.

Super, D., Kaplan, H. "Work values of school counselors attending NDEA summer guidance institutions," Personnel and Guidance Journal, 46, 1967, 27-31.

Super, D. "The structure of work values in relation to status, achievement, interests, adjustments," Journal of Applied Psychology, 46, 4, 1962, 231-239.

Super, D., Mowry, J. F. "Social and personal desirability in the assessment of work values," Educational and Psychological Measurement, XXII, 4, 1962, 715-720.

Super, D. The Psychology of Careers. New York: Harper, 1957.

Super, D. "A theory of vocational development," American Psychologist, 8, 1953, 189-190.

Turner, B. "Socialization and career orientation among Black and White college women," Paper read at A.P.A. Honolulu, Sept., 1972.

Wagman, M. "Sex and age differences in occupational values," Personnel and Guidance Journal, 44, 1965, 258-262.

Wollock, S., Goodale, J., and associates. "Development of the survey of work values," Journal of Applied Psychology, 55, Aug., 1971, 331-338.

Zapoleon, M. Occupational Planning for Women. New York: Harper. 1961.

Zytowski, D. "The concept of work values," Vocational Guidance Quarterly, 18, 3, March 1970, 176-186.

VITA

Pat Chew LaFitte was born in El Paso, Texas, on September 30, 1950, the daughter of Richard Chuck Lum Chew and Lillian Ng Chew. She graduated from Ysleta High School, El Paso, Texas, in June, 1968. In June, 1972, she received her A. B. degree in Psychology from Stanford University in Stanford, California. Other schools attended include The University of Texas at Austin and at El Paso. Teaching certification was received in December, 1972, and she entered the Graduate School of The University of Texas in January, 1973. During her graduate studies, she was initiated into Phi Kappa Phi and Kappa Delta Pi Honorary Fraternities. Beginning in January, 1974, she began her career as a counselor at the Career Choice and Information Center on the University of Texas campus.

Permanent address: Box 8292
University of Texas Station
Austin, Texas 78712

This thesis was typed by Terry's Typing Service.